MINUTES

OF THE

FOURTH KANSAS TEACHERS' CONVENTION

HELD AT THE

KANSAS INSTITUTION

FOR THE

EDUCATION OF THE DEAF AND DUMB.

COMMENCING SEPT. 3, AND CLOSING SEPT. 5, '91

OLATHE, KANSAS.

PRINTED BY DEAF BOYS AT INSTITUTION.

1891-'92.

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Teachers in Attendance.

Mr. R. T. Thompson, Miss Susie E. Jones.
Mr. D. S. Rogers, Miss Pearl Harrison.
Mr. E. C. Harah, Miss Mae D. Stout
Mr. J. W. Thomas, Miss Cora Livingston.

Mr. E. E. Clippinger, Miss Kate Lindsay.
Miss Inez Townsend. Miss Fannie Eddy.
Miss Ellen J. Israel, Miss Bessie Capper,
Miss Fannie McKinley, Miss Cora E. Coe.

HONORARY MEMBERS.

Mr. M. W. Games, of Kansas.
Miss Katie Stevenson of Iowa,
Supt. S. T. Walker, of Kansas.

TO THE PROFESSION.

It is with some hesitancy that I present to the profession an epitome of a series of Teachers' Meetings held at this Institution prior to the opening of school last fall. I hesitate because there does not seem to be the same incentive existing now for making public our proceedings that existed at the time the first Kansas Convention or Institute was held in April 1887. At that time very few if any of the Teachers' Associations of other Institutions published a full report of their proceedings held during the school year, while now, it is a very common and commendable practice. The result is that there is now a better supply of such reading matter and consequently there is not the same need for our contribution. I also hesitate because after reading over the printed pages I feel that they would hardly give a stranger to our corps of teachers an entirely correct idea of all that was really accomplished.

If the reader will, however, bear in mind that the proceedings were largely informal and that no attempt was made towards display and that the remarks that appear in print were merely such as were "caught" by the secretary and jotted down hurriedly, I shall hope that criticism will not be indulged in to any harsh degree. I wish again to express my conviction that great benefit accrues to all who participate in these conventions (or Institutes as they are termed by teachers of the public schools.) The participants whether experienced or inexperienced receive from this extra preparation for the work that is to follow a review and a brightening-up by debate, that can be received in no other way.

Persons desiring copies of either the 1st, 2nd, 3rd, or 4th Kansas Teachers' Institutes can be supplied by making application, enclosing postage. Fraternally yours,

S. T. WALKER,

Superintendent Kansas Institution for the Education of the Deaf and Dumb. Olathe, Kans., March 7th, 1892.

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MINUTES

THURSDAY, Sept. 3rd. 1891.

The Fourth Teachers' Convention was called to order at 9. a. m. with Supt. Walker in the chair.

Miss Capper was made Secretary protem

Nominations first in order were for President. The nominees being Miss Harrison, Miss Stout and Mr. Thomas.

On the first ballot Mr. Thomas was elected.

Moved and seconded that Mr. Harah act as 1st. Vice President and Miss Lindsay as 2nd. Vice President. Elected without ballot.

Moved and seconded that Miss Capper act as Secretary with Miss Stout as assistant. Elected without ballot.

Miss Harrison was appointed to act as interpreter.

By request of Miss McKinley her paper on "Ruts in Teaching: How to avoid them" was passed over until the afternoon session.

QUESTION: —"What are the requisites of a good teacher?

MISS MCKINLEY:—Promptness, patience, kindness, carefulness and politeness to pupils are some of the requisites.

MISS HARRISON:—I endorse Miss McKinley's remarks. I think to be a good teacher, one should have an interest in the work, be interested in each of his pupils, win their confidence and esteem, be punctual and exact and require the same of his pupils.

MISS TOWNSEND:—I think a good character is certainly one of the requisites.

MISS STOUT:—I think a good teacher must certainly be enthusiastic; have a love for his work and make it his aim to aid his pupils in their daily progress.

MR. HARAH:—I think the teacher should set a good example for the pupils as they are very apt to imitate what he does. If he wants them to have pleasant dispositions he should endeavor never to let his temper get the better of him. Scolding ought to be avoided as much as possible. Speak kindly to them when you want to correct their faults and you will be more successful. A teacher laboring with kindness, sympathy, interest and confidence will surely be liked by his pupils and when he is liked they will try much to please him.

MR. WALKER:—I place great stress on ingenuity. This is of great importance to a teacher of the deaf and dumb. Without it, a teacher will amount to nothing. I want to emphasize the importance of enthusiasm also and promptness. Sometimes, older teachers are apt to become "lazy" in the work and "rest" as it were upon their "long experience and dignity,' having lost much of their enthusiasm and industry. Give me a young teacher full of enthusiasm and ingenious ways of teaching rather than a cranium full of experience, little muscular energy and a dearth of ambition. When a teacher arrives

at that epoch in his career he is "dear at any price." He should receive due consideration for the good work he may have accomplished but it would be cheaper to pension him.

"The Requirements of a successful teacher" from the *Annals*; Oct. 1890, page 281.—read by Mr. Walker:

Discussion on article was opened by Mr. Thompson who said.—"In addition to the requirements suggested in the article, to be a successful teacher, one must know how to govern his class. I think time should be taken to explain each principle thoroughly.

Mr. Walker:—Care should be taken against going too slow. A teacher is as liable to make the mistake of going *too* slow as that of going too fast. "Make haste slowly" is a good motto and one, the meaning of which is understood by all teachers, but we must not fall into the habit of going too slow. We must endeavor to keep in sight the course of study in order to complete it in the given time. Don't rest on the motto "make haste slowly." It can be abused.

Mr. Harah:—If pupils do not understand well what they have just studied, I would not think it wise to go on fast. The motto "Slow but sure" is the best one to follow in this case. Pains should be taken to lay a good foundation of education. A bright class and a dull class are different classes It rests most with the teacher to say whether they should go fast or slowly. But I agree with Mr. Walker that teachers should at all times endeavor to keep up with the course of study as much as possible.

Mr. Thompson:—I think the responsibility of taking a class too fast or too slow rests entirely with the teacher.

Miss McKinley:—I want to refer to the thought expressed in C. C. Wentz's article of love for the work. Love grows as a knowledge of the work increases. The teacher, who has taught but one or two years should not become discouraged if they feel that their love for the work is not as strong as that which they see older teachers have. The devotion which our teachers have for their pupils would be to me simply phenominal were it not so common.

"Sound advice to teachers," from the Ohio *Chronicle*, read by Mr Games.

"The Relation between teacher and pupil" from the *Silent Educator* Vol. I, No. 7, read by Miss Townsend.

"Teacher vs. Pupil," from the *Silent Educator*, Vol. II, No. 4, read by Miss Lindsay.

"The Ideal Teacher," from *Silent Educator*, Vol. II, No. 6. read by Mr. Walker.

DISCUSSION OPENED.

Miss Harrison:—I think the relation between teacher and pupil should be of the friendliest kind. Let them understand that we are interested in them.

Miss Townsend:—I would advise pleasantness on the part of the teacher. The work should be made as pleasant as possible but they should be made to understand that it is work and not play.

Mr. Thompson.—I think when the pupil asks the teacher a question the teacher should be very honest in the reply for I think the pupil is wise enough to know whether the answer is honest or not. If it is thought best not to answer the question he should say so and the pupil will have more respect for him.

Mr. Walker.—On the "Ideal Teacher." A teacher of the primary class is better fitted to teach if he understand the science of phil-

osophy, physiology, psychology, etc" than if he understand little or nothing of the same. I urge the teachers of primary classes not to waste your leisure time and not to be content with present attainments but seek to improve your store of knowledge. Fit yourself for teaching any class that may be assigned you. You may be called to take charge of older classes where questions will be propounded by the pupils, which you should be prepared to explain. Use a portion of your leisure time in increasing your store of knowledge.

"Some questions for teachers," from *Silent Educutor*, Vol. II. No. 6, read by Mr. Walker.

Mr. Thompson:—In primary classes it is necessary for teachers to know how to manage their classes. Great responsibility rests with the primary teachers. I think their work is really more valuable than that of other teachers. Teaching of advanced classes is easy work compared with theirs.

Mr. Walker.—I agree with Mr. Thompson as to the responsibility and hard work connected with primary teachers, but he should also remember that all primary teachers are not fitted to teach the higher grades, however desirable it is that they should be. This being the case, the comparison of salaries to the labor done cannot always be made. I have found it as a rule, much easier to secure moderately well, qualified primary teachers than to secure the experience necessary to do the best work in the higher classes. If the Board put no limitation on salaries, I should like to have a solid corps of teachers that could be changed from one class to another from the lowest to the highest and have their experience and education serve them completely in any capacity. But that condition of affairs can hardly be hoped for in a public institution where every expenditure is critically examined to discover whether it may not be a "trifle over market price."

By request of Miss Harrison, her paper on "The necessity for Kindergarten instruction for the deaf" was passed until the afternoon session.

Question:—Should the first few days be spent in reviewing? Mr. Walker—Yes I think they should.

Miss McKinley:—Certainly, there should be a slight review so that the teacher may know whether the pupils are where they left in June or whether they have lost ground. The extent of the review will depend upon the knowledge thus gained.

Miss Stout:—I think the first few days should be spent reviewing. I have found it very necessary with several of my pupils.

Question:—"When should pupils begin the use of pen and ink?"

Miss Harrison:—I think this depends upon the capability of the pupils. If bright Ithink they should begin the use of pen and ink the latter part of the first year.

Mr. Walker:—Not much work to be done with pen and ink, I think, until the second and third years.

Question:—"What should be the first duty of a teacher on beginning the days work?"

Miss McKinley:—I would like some information as to the meaning of the question.

Mr. Walker:—I think the question means whether any religious exercises should be carried out. This I think should be optional with the teacher. I used to have the Lord's prayer repeated in concert but as that is done here in chapel, I should hardly think it advisable.

Question:—"In teaching the younger deaf should we be confined to object lessons?

Miss McKinley:—Object lessons should be almost entirely used for

the first year.

Miss Harrison:—I agree with Miss McKinley. I think the first year's work should be confined to object lessons and I think this work should be continued to a certain extent through the second and third years.

Miss Townsend:—I should think the more objects used in the beginning classes the better it would be.

Question:—"How is the knowledge of God and Heaven to be taught?"

Miss Harrison:—Just how, I do not know, but it seems natural for pupils to learn of God and Heaven and to understand it, too.

Mr. Walker:—I think the knowledge of God and Heaven is more easily taught by pantomimic expressions.

Question:—Should the alphabet be the first thing taught.? General opinion that it should not be taught in rotation but in connection with words taught.

Question:—"Is the name of an objet to be taught without object or picture of same before class?"

Miss McKinley:—After pupils have been in school some time we often have occasion to teach a word when neither the object nor the picture is available. But we can so describe the word in signs that the pupils can understand it.

Topic:—"Language Lessons."—discussed by Miss Stout

Question:—"Is it a good plan for teachers to correct exercises of primary pupils out of school?

Miss McKinley:—I think not. Mistakes are of only two kinds. They are either of carelessness or of ignorance. If of carelessness the pupils should be there to correct such mistakes himself. If of ignorance he needs more light and should be with the teacher to receive the needed explanation.

Miss Harrison:—I sometimes correct exercises after school hours. The pupil should make the correction himself if possible. In most cases I think the correction should be made in the school-room, and never should corrections be made without calling the pupils attention to it, at or after the time of correction.

Mr. Walker:—I think the question an important one and agree with Miss McKinley in saying that the work should be done during school hours unless the nature of the exercise should be such as did not require the attention of the pupils especially called to the mistakes, as when a lesson is to be copied after correction and preserved in blank books. Then the pupil would be forced to take note of the corrections.

A motion was here made by Mr. Walker that the Convention adjourn until 1 p. m. and that the sessions be from 8 a. m. to 12 a. m. and from 1 p. m. to 6 p. m.

The motion was seconded by Miss McKinley voted on and carried.

Meeting called to order by the President at 1 p. m.

Question for Discussion:—Should the pupils in lower grades be required to write lessons during study hours in the evening?

Mr. Walker gave an explanation as to the meaning of the question.

Miss Stout:—I have a lesson prepared for my class and I wish them to devote the entire study hour in preparing the lesson given to them.

Question:—"Is it advisable for teachers to write incorrect sentences on the board and require pupils to copy and correct them?

Mr. Clippinger:—When the class exercises are for the purpose of illustrating some rule of grammar, the use of incorrect forms is a valuable method. By the contrast and comparison the correct form is thereby

thrown into more prominent position. Also it enables the teacher to ascertain whether the class has a perfect understanding of the rule.

Miss Lindsay :—I often select incorrect sentences from exercises written by my pupils and place them on the large slate for correction by pupils. I do not have pupils copy them.

Question :—"Is it advisable to use false syntax in teaching language?

Mr. Walker :—I think it sometimes advisable to copy incorrect sentences. In order to show true syntax some false must be used. But it can be used to an excess. The fear that some have, that errors will be assimilated unconsciously by the eye, is not well founded. If it were so easy to receive unconsciously incorrect phrases, I think we might as well expect correct phrases to be as easily assimilated, and we know that that process is not nearly so easy as teachers would like.

Miss Harrison :—I think that false syntax may be profitably used once in a while. Not too often, however.

Mr. Thompson :—I sometimes make use of false syntax, pretending not to notice the use of it. Perhaps the pupils will notice it. If not the teacher will be obliged to to call attention to it himself. It cultivates the habit of attention.

Mr. Walker :—The mistakes should not be written on the board and left for any length of time.

Miss Coe :—I have copied the incorrect sentences of my pupils on the blackboard and required the class to correct them, but found the method rather unsatisfactory, as some of the pupils would adopt the incorrect forms, forgetting the corrections made

Mr. Thompson :—This sometimes causes the pupils to criticise the teacher.

Question :—"How is the pupil taught when to use "a" and "an"?

Miss McKinley :—First through explanation and then constant drill.

Miss Coe :—In teaching that "an" must be used with "hour". I explain that "h" is silent. The pupils of course, at first do not understand this, but I know that explaining such little things, and giving them reasons for departure from certain rules, is of great help to them. It gives them a broader understanding of the matter.

Mr. Thompson :—A good idea to keep a list of words, before which "a" is used and a list before which "an" is used.

Miss Coe :—To keep so many of these lists and charts before the class will soon fill up the room.

Mr. Walker:—Trouble will certainly be had on this subject. You will think they understand it thoroughly but will find some time after that because of non-use it is forgotten. Repetition is the key.

Topic:—"Ruts in Teaching"—Discussed by Miss McKinley who said: "One of the hardest things to do is keep out of ruts. One way to avoid ruts is to study variety, new illustrations etc. Still one teaches more by what he is than by what methods he uses and a teacher who is enthusiastic andfaithful will not likely be in ruts.

Mr. Walker:—There is no other way to keep out of ruts that are harmful than to jump out of them by will power and if you are working in the wrong direction make up your mind to change. Because a teacher is not ingenious and inventive it does not follow that he is a failure, though those qualities are much to be desired. The ability to adopt others ideas is frequently as successful as to originate everything. Inventing and the ability to

successfully use an invention require a different sort of talent.

Miss Harrison:—How to avoid the ruts I do not know. Sometimes it is hard to see the ruts in which we are moving; but once becoming aware that we are in them, I believe it will not be very difficult to get out of them.

Mr. Walker:—If one teacher keeps a class four of five years he is apt to get in a certain order of teaching. I think then a change should be made. Each teacher has his own way of teaching. His own characteristics. It is the duty of the Superintendent to watch this and make a change in order to give pupils a little different order of teaching.

Topic:—"The necessity for Kindergarten instruction in schools for the deaf. An article from the *Silent Educator* on this subject was read by Miss Harrison and also opinions from "Proceedings of 12th Convention."

Miss McKinley:—Kindergarten methods could be applied in teaching little deaf children. It would be well for some I think if they could be entered at 6 years of age.

Mr. Walker:—If the money could be obtained it would be very well, but to take the time out of the ten years allowed it would not be best. It would be a good preparation for after work. Nice thing for a nursery and it is drifting into that with the deaf and dumb in some of the larger cities where philanthropic purses assist. We who are limited as to means, must endeavor to give the best advantages, all things considered, and not be led off into too much in the way of experiment. Kindergarten and nursery instruction are "nice" and undoubtly pave the way for regular instruction but it is expensive.

Question:—"How much attention should visitors receive?"

Mr. Walker.—As a state Institution we are bound to give more or less attention to visitors. Class room work should not be interfered with more than necessary. It is best for the visitor's attendant to make explanation of the work being done. The teacher should be near to correct any mistakes if made. I don't think it is necessary to interfere with the school-room work. It is well to drop regular work if uncommonly interested visitors come in, and enter into details, but if idle curiosity be shown treat them cordially, quietly and then pass on to the lesson.

Miss McKinley:—If pupils have just commenced an exercise is it well to stop and attempt to show something which would probably be more interesting to the visitors.

Mr. Walker:—I think not best.

Mr. Clippinger:—If classes are dull and tired visitors perhaps do good. New ideas may be given the teacher by questions asked. I think its often stimulating to pupils to have visitors and when visitors really want information it is best to give it. As a general thing I pay no other attention to visitors than to explain the subject of the lesson, and do not let their presence interfere with the regular exercises.

"Visitors and their Views" from "*Annals*," Jan 1891, read by Miss Townsend.

Question:—"When should pupils begin the study of drawing?"

Mr. Walker:—If pupils show particular talent start the first year, if room is found in that department. The time for this must be taken from other studies, work or play.

"Anent Drawing" from *Silent Eduactor*, Vol II, No. 2, read by Mr. Clippinger. No remarks.

Question—"Is it a good plan to

writelist of words and time phrases on the board and require pupils to form sentences using them?

Miss Israel:—I do not find the method of writing time phrases on the slate and requiring pupils to form sentences using them a successful one.

Mr. Clippinger:—It is a recognized fact that the English language contains a larger number of idiomatic expressions than any other language and this fact is the great stumbling block in the path of deaf pupils. And not only time phrases but the thousands of other idiomatic expressions in common use are the difficult problems for the deaf to master. The most common of these it is necessary to teach and if the teacher observes some method in the classification of these phrases there is no better method to pursue than the one suggested in the question. These phrases can be selected by the teachers with reference to the subject of each day's lesson, and thereby made of practical illustration.

Mr. Walker:—In teaching I sometimes thought the class understood the time phrases but would find afterwards that they did not. If taught in a mechanical way this is apt to be the case. It is best to teach these time phrases when needed. The circumstance may not occur. It will often have to be given them in a story.

Mr. Thompson:—I believe in using time phrases and words. I sometimes take a lesson which they have had and will ask them to give an original sentence. This I find of use to them. I think more time should be spent on language than anything else.

Question:—"How can we get pupils to express variety in journal writing?"

Miss Harrison:—I find trouble in this direction. I do not now think of any way of getting variety, except by telling the pupil not to write the same thing over and over; and by writing a sample journal on the large slate occassionally.

Miss Jones:—I think variety of expression can be gained by making the pupils think. When they acquire this habit, good results will follow.

Miss Harrison:—I think every two weeks is often enough for Journal writing. Then there will be something new to write about. Once a day is too often. The teacher should watch the writing and give some idea of news now and then.

Mr. Thompson:—I, too, think that once a day is too often. There is nothing new to tell when they write every day. It is a good plan for the teacher to write a journal on the large slate as it gives the pupils an idea of how the journal should be written. We might, sometimes, sign something that has taken place, or sign some current event and let them write it.

Miss Coe:—I think it makes the pupils more indepedent if sent to the large slate to write their journals. Teach them not to write of self only, but of things that have happened. We should encourage our pupils to talk with us. We should draw them out.

Mr. Walker:—I think a little of journal writing is very good. Not how much, how often but in what way. I had a plan of writing journal myself whenever the pupils wrote. The teacher should show the variety and then the pupil will get it. When writing a journal himself the teacher will find it a hard thing to do and will not ask too much of the pupils and it gives them a correct form of writing.

Mr. Thompson:—I think it profitable to read newspapers every day. But some days it is impossible for

pupils to get any news. It is a good plan to have them put into English immediately actions that have been performed.

QUESTION :—"How do you teach the plural. ?

MISS STOUT :—I teach it by action work.

MR. HARAH :—To teach singular I show the pupils one object and write the name on the blackboard, and opposite to it I write the plural of the object, and illustrate it by showing them two or more like objets if there are any at hand. It would be well to write two lists of names of objects in columns, side by side, with singulars in one column and plurals in the other, having the singular of each object opposite its plural. Now, pupils may either by sight learn them or copy them for future reference.

QUELTION :—Should pupils of the second year practice sentence building?

MISS COE :—I think it well to use sentence spelling as much as the pupil can understand.

MISS ISRAEL :—If classes were smaller spelling would be advisable. I think it well to spell exerises to the pupils as much and as often as time will permit.

MR. THOMPSON :—I do not quite agree with Miss Israel. Sometimes after spelling to my pupils I ask them what I have spelled and find they do not know. Lack of attention is certainly the cause. If the teacher spells but little he is to blame but if the teacher spells and the pupil pays no attention he is to blame.

MISS MCKINLEY :—I think the deaf teachers spell too little to their pupils. I do not mean to criticise them but their familiarity with signs is a great temptation for them to use them almost entirely in conversation with their pupils. I notice that pupils who come to me from under the training of a deaf teacher are not able to read spelling well.

MISS HARRISON :—Every day or two I have an exercise in which I spell one sentence at a time requiring the pupils to give me the translation in signs. By this means the pupils are enabled by practice to read rapid spelling.

MISS COE :—I think the line should be drawn some place. If it is a new lesson it should be explained thoroughly by signs. But in commands and conversation use spelling. If you must use a word or phrase you know or fear they do not understand, explain it before proceeding further. I think the best way to do this is to spell on the left hand, without dropping the right, a word or phrase which has as nearly as possible the same meaning and which the pupils understand.

MR. WALKER :—Use signs only when they must be used in making explanations. The teachers must come to this some time soon. They should all make the resolve to *spell spell* and place as much language before the eye as possible.

Ten minutes intermission.

QUESTION :—"Should most of a recitation be devoted to dull pupils?"

MR. CLIPPINGER :—The question depends on how many dull pupils you have. If the dull and bright pupils are in about equal proportion, you not only should, but of necessity must, denote more time to the dull ones, because in their case you not only have more explanations and corrections to make, but you consume more time in making them, for the brighter pupils understand more quickly, make fewer mistakes and are often able to correct their mistakes by mere reference to them. I think the dull pupils should have the first attention of the teacher and as much attention as is necessary to bring them up to a standard recita-

tion, unless the brighter pupils are thereby grossly neglected. Often the brighter pupils can save the teacher a great deal of time by correcting the exercises of the pupils in a class.

Miss McKinley:—I am in the habit of giving more time to dull pupils. But the teacher has as much responsibility to see that the pupil who has five talents brings in his other five as that the dull pupil who has only one talent should double it. Should not each have his full share of time?

Mr. Thompson:—The duller one, seem to be hanging behind. If they are so very dull, I think they should be changed into another class for to keep from being put back, they will try harder to keep up with their class and will perhaps brighten up.

Miss Coe:—I have the brighter ones help me with the work and they seem to take pride and pleasure in helping the slower ones. By this means much time is gained and the bright as well as the dull ones are kept busy.

Mr. Harah:—In the mixed classes the dull pupils are sometimes better than the bright ones. The bright ones becoming careless and indifferent and do not take pains enough to pass suitable examinations for promotion to higher grades

Carelessness and inattention. are out of most instances, the main causes of their being put into mixed classes, which rightly belong to the dull ones. So you see there is a remedy for the bright ones to make themselves. What is it? Carefulness and attention, and the dull ones are the very ones that deserve most help from teachers. Teachers not only should, but of necessity as teachers must, do their best to alleviate their condition. It must, however, be remembered, that teachers of such classes have a hard row before them and too much must not be expected of them. It is more difficult to bring pupils out of darkness than to keep them in light when they are in it, and a teacher who succeeds in bringing dull ones up to a higher intellectual level, not to say to the level of the brightest, deserves much credit for his work.

Mr. Walker:—The dull pupils are sometimes an annoyance if in a bright class. If in this class they should not remain there. The Superintendent should know his business better. The school is yet to be found where all is evenly graded. The dull pupil should have as much attention as is necessary to keep him up with his class, until this cannot be done, then he should be removed. Do not think because they are dull that they should receive a greater amount of attention than those who are bright. Enough only to keep him up with his class until found to be robbing the class and then should be removed if possible. If not give him his share and no more and I think the parents ought not to object to this.

Question:—"Seating of classes."

Miss Harrison:—The dull pupils should be together and near the teacher where we can get at them better. If together when a mistake is made others may profit by the correction.

Mr. Clippinger:—If the seating of certain pupils together causes inattentiveness it would be well to make a change If the brighter pupils are associated with the duller ones, the dull will profit by the association. But as a general thing. very little, if anything, depends on the order or seating of a class.

Miss Coe:—I think the duller ones may perhaps do better if seated with the brighter ones but the teacher needs to be watchful lest the dull

ones get in the habit of copying from the brighter ones near. The habit of copying is most harmful. It blunts the conscience for it is a species of theft, and stupefies the child where honest, earnest effort would brighten him.

Question, from Optional Work." "What should be the relation of teacher and pupil outside of school hours?"

Miss Harrison:—How much sociability should we show our pupils outside of school hours? They are influenced by us every day. If this influence is for good why not have more of it? If we are friendly and social with them, they are able to get a great deal of information from us that they will get in no other way.

Miss McKinley :—I think the relation between teacher and pupil should always be pleasant and confidential.

Mr. Clippinger :—The more they associate with the teacher the more the pupils will be benefitted, not only intellectually but socially, that is supposing the teacher to have the proper qualifications to be a teacher. For in nothing does the law of association so manifest itself as in manners and language.

Question :—"To what extent should the teacher interest himself in literary societies and prayer-meetings?

Mr. Harah .—I think if the teachers mingle in the literary societies, the teachers do nearly all the work, thus letting the pupils get out of the work. It will make them more independent if carried on by the pupils themselves with only a little assistance This independence will be of value to them after they leave school; for if while here they get into the habit of depending on others much they will be likely to retain this habit to a considerable extent after leaving school.

Mr. Thompson :—I think the association of teacher with pupils will elevate them morally and intellectually. In regard to prayer-meetings, if left alone they get into "ruts" and become tired of it. The teachers coming in give them new life.

Mr. Walker :—The teachers should watch subjects given for debates in the societies. They should also suggest subjects.

Question :—"Should pupils be allowed to inform upon each other?"

Miss Lindsay :—I have never allowed it during school hours.

Miss Townsend —I do not think it should be encouraged.

Mr. Harah:—I do not allow the pupils to frequently inform upon each other. Bnt if asked by the teacher the pupils should answer.

Mr. Walker:—I do not believe in gossiping and tattling. If the information is given to get another in to trouble it is best to discourage them. But it is sometimes right for pupils to inform upon one another.

Question:—"What is the disadvantage of signing in the Engilsh order?"

Mr. Walker:—The sign language would be of no advantage if each word were made in the order of the English language. The disadvantage would be that it is hardly possible to make the sign language what it should be if the signs always occured in the order of English. Signs are pictures of ideas and not verbatim translations of English phrases and sentences.

Miss Harrison:—The idea is to give *ideas* and *meanings*, not the English language. The deaf pupil uses his language in order to learn ours. If he does not understand English, let us give him in signs, his mother tongue the meaning of English. English not being his language, he will not so readily un-

derstand when something is signed to him in the English order.

MR. WALKER:—The English is not supposed to be the correct order of thought. We have used it so long that we think sometimes that the English order is the correct one. But so does the German think the German order the correct one and so on.

QUESTION:—"How can we prevent a pupil from writing his language just as it is signed?"

MR. WALKER.—It is an impossibility for him to write it just as it is signed. He does not write it just as it is signed. He makes mistakes. He has not the language at his command. One way we practice is by taking up a simple sentence, put it into natural pantomimic signs and then ask the pupil to write what we have signed. If he writes it just as it was signed we tell him it is not right. Not as people outside would express it. The order is not the same and can't be the same and they must be taught this fact.

MISS HARRISON:—I believe I can truthfully say that I have never had any trouble by any one of my pupils attempting to write just as I sign.

QUESTION:—How can we obtain simultaneous action work?"

MISS JONES:—That is my question. By it I meant, how to obtain good concert work in class. Make a rule and having such a one adhere to it.

QUESTION:—"Should pupils letters to their friends be sent uncorrected?"

MISS MCKINLEY:—By all means send them uncorrected. I think it is a base deception for a teacher to correct a letter and then have it sent to parents as a specimen of what the pupil can do in letter writing.

MR. WALKER:—If a teacher corrects the letters and informs parents of it I think it is all right. If sent uncorrected the pupil thinks it is all right and will form bad habits in letter writing.

MISS COE:—Correct the letter and inform the parent of its being corrected.

MISS HARRISON:—I think it is a good plan to correct mistakes in red ink. Pupils do not like to have a letter all covered with corrections in red ink sent home, so he will be more careful.

MR. WALKER:—As a rule do not send letters to parents corrected unless corrected in red ink.

MR. THOMPSON:—I think the correction should be made and sent to parents so they can see it.

QUESTION:—Which is preferable, a written or spelled recitation?

MISS STOUT:—I sometimes use one method, sometimes the other, but prefer recitations to be written.

MISS HARRISON:—As a general thing I think spelled recitations are preferable. But would sometimes use both in small classes. In large classes written recitations are necessary as a rule.

MISS COE:—As a general thing I think written recitations are preferable, but for variety I now and then have a recitation in spelling.

MR. THOMPSON:—I use both methods nearly the same.

MR. WALKER:—It is a good plan to have the pupil put in signs what is said in answering the questions. If they can put it in good clear sign language and then good English it is quite probable they have a good lesson.

QUESTION:—"How should recitations be marked?"

MR. WALKER:—The system used in this Institution is on the basis of 100 and the teachers should confine themselves to this. It will not do to leave to the memory of the teacher. Some daily record must be kept.

A motion made seconded and carried that the subject be postponed until 8 o'clock Friday morning.

Friday, 8 A. M. the Convention was called to order by President.

Mr. Clippinger :—I would like to ask how the class recods are kept.

Mr. Walker :—(Explained method) We simply mark each day's recitation on the scale of 100, as perfect and average these marks at the end of the week. The teachers use their own judgement as to what is right and just in each case, endeavoring to treat all as nearly alike as possible.

First topic for Friday's work was then taken up.

"What visible effects have been produced by our library ?"

Miss Harrison :—My pupils derive benefit from reading although they are not capable of reading anything but the "First Readers." They often tell me stories they have read thus showing that they get good from the library.

Mr Harah :—The books give food for thought to the pupils for their societies conversation etc. and are very helpful in their language I think. I think reading is just as useful as spelling. I have tried spelling to them in the school-room but found that they did not become so interested in much spelling as they are in reading. Some think religious books are the best but you can't interest them as well in religious books as well as in others. I gave the pupils "Suis's Family Robinson" last year and found them very much interested in it. I think it is a good idea to allow the pupils to read in school when they have a few spare moments but not allow this to interfere with their lessons. My pupils did not have Library books last year but I agree with Prof. Bell that they ought to be encouraged to read and to read much but I can hardly say whether it is best or not for them to read books which they do not understand. I cannot say what kind of standard books it is best for teachers to read to them on Sundays as it has been customary here for some years.

Chairman :—I would like to hear from you Miss McKinley. Do your pupils use Library books ?

Miss McKinley :—My pupils commenced using them last year. For several months they used the primary readers and the result was good but after awhile they wanted to draw the 4th and 5th Reader and of course could not read them easily. I notice that the older girls usually read novels.

Mr. Walker :—Do you think they get the text of the book ?

Miss McKinley :—No, I think not.

Mr. Walker :—Have you any suggestion to make in regard to the the library ? Any addition to make?

Miss McKinlny :—No, I think the readers are the best books for younger pupils I sometimes allow my pupils to tell the class what they have been reading.

Mr. Walker :—Do the teachers know what is in the Library without looking in the Catalogue? If not, I would give this a little study. The library is free to all. We try to meet the demands of both teacher and pupil . We must not know in a general way what is in the Library but know particularly. After examining the Catalogue it would be well to check off such books as you think your pupils could read and tell them of these books. If the teacher wants to get the good of the Library he must direct the reading of his pupils and should not allow the pupils to take out books they do not understand. In all Institutions I have been connected with, the amount of

reading that is done is brought out like pulling teeth. It is a hard matter to get the pupils to read. I refer to the congenitally deaf Semi-mute pupils take to reading as readily as hearing children.

Miss Jones:—I noticed last year that the pupils were interested in what they read and seemed anxious to learn something of the authors of books. It was evident their reading was not mechanical, so to speak. The benefit desired from a good library is simply incalculable, and we have every reason to believe that our Library is accomplishing the object for which it is intended

Mr. Rogers:—About two third of my class read library books and read a great deal. The other third does not take much interest in reading. I think the teacher must be faimliar with the books in the library before he can intelligently advise the pupils what to read. The semi-mutes read a great deal.

Mr Thompson:—Last year I think my pupils made the mistake of taking out books they could not understand. I would see them with books and in answer to my question whether they understood or not they would say, "No too hard." Some would get books, put them in their desks and leave them there until time to return them. I think the Librarian should see that they do not get too difficult books.

Mr. Walker:—Let me say that the Librarian cannot estimate the caliber of each pupil. He is not supposed to know of any but his own class. This is a responsibility that the teacher must take as there is no one else to take it that I can see.

Mr. Thompson:—I did not do that last year but after they selected the books. I would look over them and find all with books too difficult for them. When I asked why they took these hard books they would say. 'To look over them." Of course the Librarian could not take the time to advise each pupil separately what to read. I find with the congenital deaf-mute, that he does not until the 4th or 5th year, begin to read understandingly I think it is a good idea to have the pupils give in signs a part of the book they have read. But I do not think many of my class were benefitted by what they read. When I was a pupil of Dr. Peets, he would select a pupil to give a synopsis in signs of what he had read. We found this encouraging and we would have to read with a view of getting something from the books so we could give it in signs when called upon.

Mr Walker:—How do the pupils in the Indiana Institution use their Library, Miss Coe?

Miss Coe:—I found that in the 6th class if I would tell the pupils something about a book I had read they would become interested in it and want to read it themselves. My pupils were much interested in "Little Lord Fauntleroy," and "The Story of the Bible," given as a reward to one of my best scholars. I find the pupils value the teacher's opinion very much. If I tell them that I have read a book and was much interested in it, they become sufficiently interested in it to get and read it. I do not know about the older classes.

Miss Coe:—When I said I did not know about the older classes I forgot about seeing the older girls taking volumes of F. P. Roe's, "The Ladies Repository," St. Nicholas and they did not become tired of them. I think it is a good idea to have these books in the library.

Mr. Walker:—We have "St. Nicholas," "Youth's Companion"

and "Harper's Monthly" bound and in the library. In the "Harper's Story Books" are found short stories, the advantages of them being that they do not loose interest in them by being "long drawn out." I would like to read something that was said at the Principals' Convention two or three years ago on "Reading."

READS:—Remarks of Prof. Bell, and others from Mississppi Convention Report.

MR. WALKER:—I was very much impressed with the idea there conveyed although I do not agree with the extreme view taken by Prof. Bell.

MR. WALKER:—That plan could not be carried out at all. If you had but one or two pupils it might do but I think it might be tried for one or two hours a day. The idea of repetition to the eye the same as to the ear of the hearing child seems right.

MR. ROGERS:—Would the pupils when there are so many words they do not know the meaning of become interested?

When I commenced reading. I often refered to the dictionary. Now if I find a word I do not know the meaning of I read on as the meaning may be devloped if the word occurs again. But how could they enjoy reading if they do not know the meaning of so many words?

MR. THOMPSON:—There is danger of giving too difficult books. I partially agree with Dr. Bell. I believe it a good plan for them to read over and over again, even though they do not understand clearly. It is a good plan to keep reading before them until they learn to enjoy it. Practice applies to reading as to everything else.

MISS JONES:—I have read Dr. Graham Bell's article on teaching the deaf by reading with more than ordinary interest and would be glad to know that his theory is correct. However, as it is only a theory, as yet and not an established fact that his system can be successfully used in educating the deaf, it must be left to the most experienced of the professors for experiment.

MR. WALKER:—One thing overlooked by Mr. Bell and hinted at by Mr. Rogers is this. The interest would not be there. Dr. Bell's attempt at reading Spanish was the study of a cultured mind, but it would not act the same with a little child. As long as the picture is before the child he is interested. With adults the theory might be all right but the majority would not be interested sufficiently. We can't make a child *read* but can make a hearing child *hear* He can't help himself. If anything that interests him he listens but in spite of himself the communication goes to the brain. I have thought of a plan which might be carried out. Have several simple sentences printed in large letters on a continuous strip of paper. Have this wound up and arranged so that by mechanism it would pass before the pupils' eyes all day long Perhaps the child would become interested in the sentences and glancing up at the panoramic language catch a sentence now and then which would interest him and induce him to "follow the machine." New rolls of language suited to the advancement of the class could be introduced as desired. It would be the duty of the Janitor or teacher to "wind up the machine" and trust to Providence and the natural curiosity of the class to absorb the moving lessons or stories or whatever might be therein placed. The large and attractive type and the constant passing before the eye of prepared language quite possibly might at-

tract and instruct a class, by furnishing for the eye (as it cannot be done for the ear) a constant "flow" of language. By and by the sentence forms might became impressed upon the brain through the eye something approximating the ease by which it is accomplished through the medium of hearing in the normal child. This is only a suggestion that has just occured to me which I will contribute to Dr. Bell and the Volta Bureau for what it is worth.

QUESTION:—Should pupils be allowed to read books and papers in study-hours after they have finished their lessons?

MISS COE:—I think they should if sure they know their lessons. They should never be idle. Last term my class, being a 6th year class, I took the *Evening News* to school with me and my brighter pupils found odd moments in which to read. "Scraps." a column of short paragraphs, and state news besides glanceing at head-lines and I am sure they were not harmed by it

MR HARAH:—I do not think they should unless they are in the higher grades. We cannot tell whether they know their lessons or not. One hour is not long for the study of a lesson and I think the full time should be spent in study. They can read before and after the study hour. If they really know their lessons it would be better for them to review, the preceeding ones. One hours close study certainly would not hurt them and even if they study their lessons over and over again after knowing them, they would have enough time for reading before and after the study hour.

MISS COE:—We must educate our pupils in honesty. I could trust all my pupils. Of course I could not tell about other classes, but I make it a point when I take a class to train them to speak the truth and nothing else, and the class of which I spoke, several of the members of which I had for five continuous terms, was a class to be trusted. I did not find my faith in my pupils misplaced.

MR. ROGERS:—I think it a good plan to allow them to read. More good come from it than harm. If idle they may get into mischief. They do not want to review the text books.

MR. WALKER:—Do you assign enough work to keep them busy during the study-hour?

MR. ROGERS;—As much as I can. Some are brighter than others and get through sooner.

MR. WALKER:—Do you allow them to study any during the day?

MR. ROGERS:—No, not unless through work.

MR. WALKER:—The habit of giving a certain time in the school room for study should be followed only when the time in the study hour has been fully occupied. The teacher on charge ought to go to the teacher of the idle pupils and see if they can be trusted and report him. If it is true that he gets 100 in his recitations then no objections can be raised against his reading, rather ought it to be encourage. Unhappily it rarely occurs that 100 recitations follow.

MISS MCKINLEY:—I would like to see the question answered *no*. I have had so much trouble with the girls wanting to read or write letters duriug study hour.

MR. WALKER:—I am glad the question came up. It ough to be canvassed. If the teacherst would make a rule that when a pupil you think should be studying, is not, to make a note of it hand to me and I will find out whether they are shirking work or not. If the teacher gives permission to read after gett-

ing his lessons it would be all right.

Miss Harrison :—How would it do for the teacher to write written permit to the teacher on charge giving this privilege to the bearer of said permit?

Mr. Thompson :—I agree with Miss McKinlev and Mr. Harah that there should be no reading in the study hour. The hour is intended for study and should be spent in study. Our examinations show this. Many do not know how to study. It is sort of parrot work with some who do not know the relation of one word to another. I often explain the meaning of a word and in a few days they will come again saying they do not understand it. If they do know their lessons let them review. It has a bad influence on pupils if one reads near another who is studying.

Miss Jones :—I think pupils in the study hour should not be allowed to read other than the lesson assigned them for this reason. They are apt to skim over the lesson in order to spend the rest of the time persuing something else. If their lessons are not sufficiently long or difficult to require an hour's study, their teacher should assign lesson which will require close application during the time appointed for study.

Miss Coe :—I supposed of course you meant that the pupil must first ask permission of his teacher. The names of those pupils who are allowed to read should be given to the teacher on charge.

Mr. Walker :—The teachers undoubtedly have this in their own hands, you are criticising yourselves if you do not report to the Superintendent or teacher if the pupil does not have his lesson. In case of brighter pupils, as I think Mr. Rogers must have in mind when he says he allows them to read. It is hard to tell them they cannot read. You should find out about those pupils and make rules accordingly. The teacher must watch this. With the older ones more trouble is found. With those who have their lesson and love to read some especial arrangement should be made. Why not let them go a little faster? We go slow enough as it is. If it is going to have a bad influence in the others an explanation should be made to all that such ones get perfect marks in recitations therefore can afford to spend time in reading and improvement in that direction.

Miss McKinley :—Why not excuse them from the study-room ?

Mr. Walker :—There is no place else for them to go.

Miss Stout :—It seems to me the printed rules should be obeyed. I would not be at all willing for my pupils to do anything else but study.

Mr. Walker :—If the teacher could give to me a list of those pupils who can get through their lessons more quickly than the others. those who are honest etc., I might have the list placed in a conspicuous place for reference for the teachers on charge.

Mr. Clippinger :—Let me suggest that a written permit be given to the pupil by his teacher.

Mr. Walker :—Too much red tape about that.

Mr. Clippinger :—I am opposed to an obsolute and arbitrary prohibition of reading in the study-room. For when a pupil has learned his lesson he can better employ his time in reading than in sitting idle and I suggested the permit system as a means by which the teacher on charge, could ascertain the standing and veracity of the pupil, his probable knowledge of the lesson and the wishes of his teacher in the matter. The advantages of reading to a deaf pupils are of superior

value, and if a pupil is so interested in a book to take the trouble and thought of getting a permit, what he reads will make an impression on his mind that will be of equal, if not of better, benefit to him than his lesson. These permits might be given in nature of rewards of merit, but they should be given sparingly.

MR. WALKER:—Second thought makes this seem to be a good plan. These permits might be on printed slips. If the pupil is interested in reading he will take the trouble to get them.

MR. ROGERS:—History and Geography lessons seem very easy for semi-mutes, while for others they are hard. So what are they to do when they have finished their lessons.

MR. THOMPSON:—If they are so bright they should be put in a brigter class where the work will be hard enough to keep them busy.

MISS COE:—In speaking of the permits, suppose you should give a bright pupil a lesson. We cannot tell whether he will finish it or not. He may, but may not have obtained the permit. I think it would be a good idea to appoint a member of the class who can be trusted and who shall be held responsible by his teacher for the failure of any member of his class to properly attend to study during regular study-hours.

MR. WALKER:—This monitor might have a good friend in the class and if informed upon, thus make an enemy.

MISS COE:—I had monitors in my class and found it a very good plan. I chose for monitors those I knew would do their duty and the rest knew that I held the monitor accountable for their conduct during study-hour and if any hard feelings were engendered they failed to rise to the surface.

MISS MCKINLEY:—I could not approve anything of that kind, for although we might trust their honesty we could not always trust their judgment.

MR. THOMPSON:—I remember when I was a pupil the members of the high class were appointed as monitors over the younger classes and there was very little trouble.

MR. HARAH:—Permits if not too freely given may do well. The teacher should only give them to those whom he feels sure would recite their lessons well and whom he wishes to be permitted to read.

MISS COE:—The pupil may not know whether he will get his lesson or not. How then can he get his permit?

MR. WALKER:—If they are interested they will be sure to know whether they can get through or not? What form of a permit should be used?

MR. CLIPPINGER:—I think it should be confined to the last half of the study hour.

MR. WALKER:—Yes, Certainly.

MR. CLIPPINGER:—I think the teacher on charge should first satisfy himself whether the child has a right to read by pemission of his teacher.

MR. WALKER:—How would the teacher on charge satisfy himself that the child knew his lesson?

MR. CLIPPINGER:—By asking him a question or two.

MR. WALKER:—I differ in this. If the teacher has taken the responsibility of letting him read, that is all. If permit is once given the responsibility of a good or bad lesson is on the teacher.

MISS TOWNSEND:—Will it not make dissatifaction among the pupils?

MR. WALKER:—I think not.

MISS MCKINLEY:—I would like to have Mr. Walker give us his idea.

Mr. Walker:—I would have some slips printed and given to the teachers. On them say "Teacher on charge may permit (blank) to read other books after his lessons are learned". Would it be best or not to have date? If not they might be used over again. Teachers should afterwards take up and destroy or return to Superintendent.

Miss Coe:—Good idea for the teachers to retain the permits when presented during study hour.

Miss McKinley:—I would be in favor of a daily permit.

Moved and seconded that Mr. Walker's suggestion be adopted.

Mr. Walker:—We will try it. The purpose is to get rid of any dishonesty.

Ten minutes intermission.

Amotion was made and carried that the we take up the first five articles to be read.

"Newspapers in the school-room from Proceeding of 12th convention read by Miss Capper.

"Teaching Pupils to read." *Educa'or* Vol. II. No. 6. P. 385 read byMiss Stout and "Teaching the deaf to read." *Educa'or* Vol. 4. No. 6. p. 389, read by Miss Stout.

"Forming habits of Reading." Proceedings 12th Convtion p 219, read byMiss Townsend. "Reading Books for the Deaf," from Proceeding's of 12th. Convetion read by Miss Israel.

"A useful exercise in language." *Educa'or* Vol. I No. 4. read by Miss Jones. Discussion opened.

Miss McKinley:—It seems to me we have discussed reading pretty thoughly.

Mr. Walker:—Perhaps new ideas could be taken from these article

Passed on to "*Little Friend.*" Its value and how it may be improveed."

Miss McKinley:—I think "*The Little Friend*" is of great value if well edited. Keep the pupils "mutisims" out of it. Let them write the locals but if not in good language then the teacher should be at liberty to change. We do not expect them to use good English but that is what we want them to see.

Mr. Clippinger:—What is this paper intended for?

Mr. Walker:—A paper used just in the school.

Mr. Rogers:—The quality should be improved. Not so much quantity we want but quality and the reading matter should be more interesting.

Miss Jones:—When I had the paper in charge I sometimes thought the pupils could derive more benefit if the writing of locals were made a regular exercise and the corrections made before handed to the Editor. As it is the Editor must go all over them and correct where as if the correction could be made before the pupil the benefit would be greater. They send their locals in thinking they are correct. I think there should be a regular time for writing the locals.

Miss Harrison:—I agree with Miss Jones in saying there should be some set time for writing locals. I do not think "*The Little Friend*" is what it should be. The object is to create in the pupil a desire for reading. Nothing should be placed before the pupil but the very best English. I do not think the paper should be wholly made up of locals. A good plan is for the teacher to supply some matter in the line of news, a little history or description of countries, people, etc. All should be written with care in good and easy language, yet sufficiently simple to be comprehended by the pupils. This it seems to me, would make an interesting, yet at the same time, helpful paper for our pupils.

Adjourned until 1 o'clock.

Friday, 1 o'clock P. M.

Convention called to order by Chairman.

Topic.—"The importance of dealing with our pupils as individual character." Short discussion followed.

Question:—"Should attention be paid to the different disposition of pupils in considering how they should be punished.

Mr. Walker:—There is a great deal in understanding children. To know how much punishment and how much praise to give them.

I have a great deal of punishment of one kind and another to give. Different kind of pupils come here. Some are born mentally and morally obtuse. I have in mind one or two boys who puzzle me. They seem to dislike to be punished physically but it does not last and I feel each time that I will not punish them again. A lasting effect is what I want. What to do in different cases is quite a problem. To classify the different misdemeanors is what is wanted. As Miss McKinley says some are brought to lie from fear of being caught in meanness and others because morally mean. I do not see how we can lay down a rule. If we could lay down two classes of lies it might do. But to understand the disposition of each pupil, that the teacher should study and the superintendent should know something of this too. Those who come before me frequently I learn to know pretty well. I think though that we can only study the character of the pupils and put this with the cool judgment and experience of former years. Some do not do wrong because afraid of the punishment. I think you, Miss McKinley, have one or two cases in your class. With these it is hard to decide just what to do. I think in one or two cases I saw an improvement last year as they grew older. I think all the teachers have characters that puzzle them sometimes. The influence produced here should be lasting. As to the question itself I am a little in the dark as to what advice to give.

"Reading Room for the Pupils."

Mr Rogers:—I have not had much time to arrange thoughts on the subject and am not able to say much of importance. Last year when I would relate some incident to my pupils in the school-room, they would ask what paper I found it in. This led me to think that we needed a reading room. I think it would be very beneficial and much good be dervied from it. Nearly all Institutions have a reading room. I found in Colorado they have a very good reading room, the girls having the room one day and the boys the next. Some of my pupils subscribed for the Kansas City *Star* last term. They enjoyed reading it and when one had finished reading it he would hand it to the other pupils. If they omitted reading anything I would speak of it and they would refer to the paper again.

Miss Coe:—We had a reading-room in Indiana but am sorry to say that the boy's room was left open in the afternoons and the little boys went in and did so much mischief that it was practically abolished. Could be remedied though by rules. The girl's reading-room is a very popular resort for the girls of the older and intermediate classes. I often noticed, as I passed, groups of girls in pleasant conversation, while others read and others wrote., for pens and ink were kept on the tables. The girls certainly appreciated their reading room.

Mr. Thompson:—When Mr. Walker came he had the reading racks put up in the study room but the

little ones tore the papers and carried them off. I think some place should be had for reading but the little ones should not be allowed to go in. Something similar to the Y. M. C. A. rooms might do.

Miss Coe:—Another arrangement of the Ind. Institution is having large bulletin boards on the walls of the study-rooms, where every one can see them. Some teachers find interesting items of news, has them printed on the typewriter and put on these boards. A teacher chosen by the Superintendent has charge of this.

Mr. Rogers:—The little children are given to destroying. If a reading room were established it would be well to have rules admitting only the 1st, 2nd, 3rd, 4th, 5th and 6th classes. Good idea to put the headlines of items of news on the bulletin boards and this would interest them and lead them to read the papers.

Miss Coe:—I think they should be allowed to talk about what they read. All right to have rules for no playing but not to prohibit talking.

Mr. Walker:—Where would you like to have the room, Mr. Thompson?

Mr. Thompson:—I do not think of any particular place at present.

Miss Coe:—I think it a good idea to have the bulletin boards in the boy's and girl's study-room. The news could be put on each morning before Chapel. It is not much trouble for a teacher.

Mr. Rogers:—Perhaps when they get this it would be all they want.

Mr. Walker:—A few years ago we put up the racks but found it to be of but little good. In the last years I have been giving accumulated papers to the boys, some to the girls. With these they did as they pleased. I generally gave them the daily paper in the evening.

For lack of room we could come no nearer a reading room than this. I think more good is gotten from the papers when they buy them themselves than when I give them to them. They want to get the good from them after they have bought them.

Miss Harrison:—I think it would be nice if the girls had a sitting room, cozily fitted up with books and reading matter, a few easy chairs, tables etc.

Mr. Walker:—Have you been in their rooms lately? I think the girls are pretty well fixed. The boys are not so comfortably fixed as the girls.

Question—"How can we make independent thinkers of our pupils?

Miss Coe:—I sometimes ask my pupils if they understand something of which I have told them. They say yes, yes, not thinking at all. How to arouse them and make them think for themselves is the question. I think I made independent thinkers of three or four of my pupils last year but how I did it I do not exactly know.

Mr. Thompson:—I asked my pupils one time "What are democrats?" "What is their platform?" They said they did not know. I told them they must read the papers and find out.

When asked what Republicans are the only answer given was that they are Republicans because they did not want slavery. It is very difficult to make them think. In the 1st, 2nd, and 3rd, classes the pupils should be made to be independent thinkers.

Miss Coe:—I think we help them too much. They expect us to give them everything and they give us nothing. We ought to require them to give us more.

Mr. Thompson:—I think it would be difficult to make independent

thinkers of the younger pupils.

Miss Jones:—This could only be applied to the older classes. Teachers can keep by drawing the pupils out. Newspapers aid debating societies etc.

Mr. Walker:—Independent thinkers are rather scarce. Rather a scarce article. In the Public Schools very few independent thinkers are found. Perhaps as many in our schools for the hearing. In fact there are very few adults who are independent thinkers. All are led by some one else. We should not become discouraged with our pupils, although we should encourage independent thinking among them.

"How to bring about a spirit of independence among our pupils."

Mr. Rogers:—Little deaf children are usually treated a little differently at home than their brothers and sisters. They are allowed to act differently by the parents and when they come to school they have a feeling of dependence. We should omit no opportunity to make them more independent. In prayer-meeting this can be done by making them lead it themselves and not rely on the teacher for everything. For unless this is done when they leave school they will still be dependent and feel dependent.

Mr. Walker:—We had that question up yesterday and decided that a little aid from the teachers would be helpful. They are not able to stand alone and I think they should have a little guidance.

Mr. Rogers:—I think it well to give them a little correction but give them to understand that they must stand alone.

Miss Coe:—I think the pupils should be broken of the habit of accepting everything given them without a question or thought about it. I want my pupils to *think*, to use their reasoning powers.

Miss McKinley:—I think it a good plan for drawing them out to question them a great deal and have them question us.

Miss Harrison:—If asking questions is a sign of independent thinkers I know I have some independent thinkers. Discussion closed.

Mr. Walker:—The following articles to be read will give us help:

"How shall we give our pupils a wider horizon." Annals, July '90 p. 173, read by Miss Townsend.

Mr. Walker:—That is a very pleasant article to listen to.

"A Language Exericise" *Educator* Vol. 1 No. 4. read by Mr. Clippinger.

"The Colloquial use of English by the deaf." Proceedings of 12th. convention, p. 112.

Miss Jones:—The pupils of the printing office, I notice convey their ideas in better English than pupils in other departments. The reason for this lies in the fact that they are required to follow the English order of thought in setting type. This may argue the superiority of the Rochester Method over all other methods of teaching since by constant spelling the pupil forms the habit of thinking in the English language therefore uniting with greater facility than if handicapped by the habit of thinking in the sign language

Mr. Walker:—I think we ought to spell to them more than we do. The combined system is best, that of spelling and signing, but the trouble is that we are apt to use too many signs. I think it would be a mistake to do away with the signs altogether for there are times in explaining where we need signs. Mr. Harah told me that in their execises in chapel all that they did was that Dr. Gallaudet spelled a chapter of

the Bible and then sometimes commented upon it in signs.

Mr. Harah:—Yes, at college Dr. Gallaudet and the other professors took turns in spelling chapters from the Bible every morning and every student seemed to be able to understand them as easily as though he had been reading the chapter himself. All the Professors took turns. But I certainly did not mean to suggest that it might be well to do that here for our pupils. They are too young. Some of them might be benefitted but most would not. To pupils in a school like this lectures in chapel should be delivered in signs so that all may understand them.

Miss Harrison:—If the time was not limited to 8 or 10 years I think the Rochester method would be *the* method, but, as the time is limited to so short a time I think the combined method to be the better.

Mr. Walker:—Put spelling before the eye as often as we can and do it naturally, the same as to a hearing child Forget for the time that they are deaf

10 minutes Intermission.

"A Suggestion," *Educator* Vol. 1 No. 8.—read by Miss Israel.

Mr Thompson:—I think we need to teach language more than any thing else, thus fitting them the better for life after they leave school.

"An Excellent School Excerise." *Educator* Vol. 11. No 4.—read by Miss Mckinley.

Mr. Walker.—This shows how much can be drawn out. A good way of getting pupils to ask questions.

Miss McKinley:—I have used this plan and found it very interesting to the class. The pupils can hardly wait for their time to ask a question.

Mr. Clippinger:—An exercise of this kind is most valuable. It puts a pupil upon inquiry and enables him to obtain the colloquial form of expression.

"The Interrogatives," *Educator* Vol. 11 No. 2 read by Mr. Walker.

Mr. Walker:—In teaching spelling I want to add that sometimes a teacher sends a pupil to me and he spells instead of signs. This is all right with the primary grades but the teacher should teach his pupil to spell at a more rapid rate for the teachers are supposed to read at a moderately rapid rate. They should also be taught to read more rapid spelling, though not too rapid.

Miss McKliney:—Is it not a better plan to have the pupil write what he wants to say. Then the teacher can quickly correct any errors

On motion it was agreed to take up Saturday's work. "How should the articles "*a*" and "*the*" be taught?

Miss Harrison:—I cannot say how they *should* be taught but I can tell how I taught the distinction. I told my pupils that in speaking of objects which were in the schoolroom, if there was but *one* object they should use *the*; but if there were more than one object, and they spoke of *one* of them, they should use *a*.

The same rule may be applied to objects which they have at home. If they are speaking of a harrow, they should say *the* harrow, because it is supposed that there is but one harrow at the barn. Of course this rule could not always be relied upon. "The exception proves the rule." Then, in speaking of one of several objects, after mentioning it at first as *a*—I explained to the pupils that they should say *the*, never speaking of the same object but once as *a*.

Miss McKinley:—After teaching where there is only one object to

use "the", a pupil says to you, "The wagon is going by." How do you correct that?

Miss Harrison:—There are exceptions to this rule. But in case a pupil would say "The wagon is going down street." I believe I would venture the attempt to get out of that difficulty by saying that there are more than one wagon on the entire length of the street. This theory may seem ludicrous, but I believe it is a safe one.

Miss Lindsay:—When there are two doors in a room we do not say "a door" but "the door."

Mr. Walker:—We would say "the door" in speaking of the door used the most.

Mr. Clippinger:—The speaking child is taught the use of the articles without being taught any rules. I think perhaps the deaf child learns largely in the same way. The only rule that occurs to me is that in the first reference to a thing, *the* denotes a particular object, *a* denotes an indefinite object. And *the* is always used when an object has been referred to previously.

Mr. Walker:—I think it well for the teachers to make some little rules but always have exceptions.

Miss Harrison:—Sometimes in presenting a new subject, I think I know just how to make it clear to the pupils, and perhaps I will get along all right for a few days but after a while some exception will come up and I find I have not made it so clear as I at first supposed.

Mr. Walker:—Analyze the expression used by a deaf mute and you will nearly always find they have some reason for using it. If the teachers will analyze their mistakes and write out the analysis, saying they must have thought so and so, they will get valuable hints for themselves as to the mental operations of their pupils and seeing their defects may remedy them.

Miss Coe:—I thought when I began teaching that I knew more about it than some others I had seen teaching, but the longer I teach, the less I seem really to *know* about it. I grope about in semi-darkness.

Miss Harrison:—I have had the same experience.

"How should we teach pupils to distinguish between the use of "to" and "for"?

Miss McKinley:—By giving the rule that with verbs "to" is always used and "for" with nouns. Make clear at the start by a long list of sentences such as "John went to the field *to plow*. "Fred went to town *to work*", etc, "Mary went to the field *for flowers*, "Kate went to town *for thread*" etc. Then show in such sentences where *to* is used the word following is a verb and where *for* is used a noun follows. They will have no difficulty in remembering the distinction.

"Asked, Told, Said," *Educator* Vol. No 3, read by Mr. Walker.

Miss Harrison—I have not taught *said*" but with "told" did not find much trouble.

Mr Walker:—In my teaching them I found some trouble. I made the mistake of teaching them all at once. "Told it," "said it," "told that" "said that," "asked that," "asked how," "asked what," etc, etc,. I had rules but have forgotten them but it was a mistake in teaching them all together.

Miss Harrison:—When I taught "told" and "asked" did have trouble. I told them when Mr. Walker gave me a command he *told* me to do so and so, but "I would ask him." So with my pupils. I *tell* them to open the door. They *ask* me to open the door. I would show than an inferior *asks* and that a superior *tells*.

Miss McKinley :—I made a symbol to show the direct and indirect object. I would write "Mr. Walker told Burt to shut the door." Write over it "told who"? in brackets and over the other "told what"? Same with "ask who"? "ask what? Discuission closed.

Question, "How would you teach personal and relative pronouns"?

"Personal and Relative Pronouns." *Educator* Vol. 1 No. 9, read by Miss Lindsay.

Mr Walker :—If we teach the use of Relative pronouns the pupils do not use them much and when they do the use seems stilted and bookish.

Mr. Harah :—I will not say much about them as I have not had much experience in teaching them. I cannot tell just when it is best for them to be first taught. I would, however, think it best to first give the pupils a clear idea of nouns and show them that pronouns are used in their place.

Question, "Should Grammar be taught in the Intermediate grades?"

Chairman, I would like to hear from you, Miss Harrison.

Miss Harrison :—I would prefer to hear from some one else first.

Mr. Rogers :—Does it mean with a text book?

Answer, yes.

Mr. Rogers — I think it should be taught in the intermediate grades. Right in the beginning and keep it up. For if we wait until the 1st. and 2nd. classes they will not have time to get an understanding of it.

Mr. Harah:—Yes I think it should be taught in the intermediate grades, and from text books beginning with about the third highest grade. It is a very important study for the deaf, much more so than for the hearing. The deaf need rules to know when their language is correct or not. Without them they would most likely, after leaving school, get their language mixed up. I would think it important and well to begin teaching grammar from text books by first giving the pupils a very clear understanding of the different parts of speech, and then of their properties, the different rules of Grammar, etc. Some think that Grammar is not very good for the deaf to study. I disagree with them. I firmly beleive it is one of the most important studies for the deaf to study before going out into the world to depend on themselves. Without it what guide would they have to shield them against errors in their language?

Mr. Thompson :—I noticed years ago that the deaf made so many mistakes in original work. I wondered why and concluded that they did not know the principles of Grammar. The speaking child get language by hearing it and perhaps do not need the principles so much as the deaf. I think it well to commence the 4th or 5th year. Take two classes, one where Grammar has been taught and the other not, and you will find that the one which has been taught Grammar is far ahead of the other.

Miss Harrison :—I firmly believe in teaching Grammar, if the symbols we use are called Grammar. I hardly know what I would do without the symbols.

Miss Coe :—The next question is mine. "Does technical Grammar help or retard a mute in acquiring correct language? I taught my pupils the different parts of speech. Gave them words and told them what they were. I gave them a little at a time and did my best to make all plain and fully understood and found quite an improvement. When they came to a new word in reading they would ask me what it was, noun, verb, adverb, or what and when I told them they understood it

and could use it for themselves. I was obliged to give up teaching Grammar in my class but I noticed that they lost ground after dropping it. I wanted easy text books but was not permitted to have them. I never could make the Principal understand what I wanted to do. He knew all about it and when I started to explain, would cut me off with a long harangue. I should never have attempted to teach my pupils all that was in the text book I wanted, but there were simple and valuable lessons scattered all through it which would have helped them very much and I *did* want them to have those lessons. Then, they loved grammar and out of school hours would have read the exercises given in the book and profited by the reading. They were continually borrowing my own books and talked intelligently about what they found there in asking more questions, perhaps than some teachers would like to answer, though I enjoyed explaining all they asked about.

MR. WALKER:—In using the word "Grammar" we do not mean using the text book. In the course it comes in the eighth year. I think we can commence using the symbols too early. I used to think Grammar not necessary until the higher grades were reached. But have found that we should put the same amount of language before the deaf child as before the hearing. The sooner the better, to get a deaf child to understand that a noun is a different kind of a word from a verb.

MISS COE:—I do not advocate teaching them all there is in Grammar, but give them rules to go by, not tell them to *go on, go stra'ght*, and leave them blindfolded. No wonder, then, if they continually wander from the straight road.

MR. ROGERS:—I find that congenital deaf mutes gain good from Grammar but that the semi-deaf are not inclined to care for it until they have been in school longer.

A motion was here made and carried that the Convention adjourn until Saturday, 8 a. m.

Saturday 8. a. m.

The meeting was called to order by the President.

Question. "Was there anything the matter with our Teacher's meetings last year? If so what remedy can be applied?"

MR. THOMPSON:—I think our teachers' meetings were, in a measure, beneficial. I believe, however, that we met too often and did not have our subjects long enough to give them any thought. I would suggest that we meet once in a month. Then let us have a committee to arrange programs and leaders for each meeting and let the subject be placed on the bulletin two weeks before each meeting. I would like to hear from Miss Coe. How did you conduct your teacher's meeting in Indiana?

MISS COE:—We had teacher's meetings for a time, meeting once a month, but they finally died a natural death.

MISS MCKINLEY:—One thing the matter was the small attendance. Every teacher should try to attend every meeting. A program prepared several weeks beforehand would perhaps be better

CHAIRMAN:—It is just as well to have no committee as one which won't work.

MISS HARRISON:—I found that when I was on that committee very few teachers would give subject for the meetings.

MR. HARAH:—Once a month would give more time to be prepared to discuss subjects well, than to have discussions semi-mothly.

MR. WALKER:--We would like to hear from Miss Stevenson, how they conducted their teacher's meetings in Iowa.

MISS STEVENSON:--We had teacher's meetings at first once a month but it finally died. We did not become tired but do not know why it died.

MR. WALKER:—Was it compulsory for the teachers to attend?

MISS STEVENSON:---No not compulsory. The Principal always attended and asked teachers to give subjects for discussion.

MISS MCKINLEY: Mr. Thompson was mistaken in saying that we had no teachers' meetings until Mr. Walker came. We had them once a month when Dr. DeMott was Superintendent. Another mistake, I think was that we have made the teachers' meetings, a sort of practice school for using the sign language. New teachers in making remarks have struggled with signs and are not able to say anything with any satisfaction either to themselves or to others Let us have an interpreter.

MR. THOMPSON:—I do not agree exactly with that. If we have an interpreter, he does not always interpret what is said. but there is a difference in interpreters. I think most of the deaf would not oppose having an interpreter. I have been in meetings when they had interpreters and would get very little good from the meeting. I object to the chairman calling upon certain ones all the time. He should call on different ones Those who have to do all the talking become tired.

MISS COE:--I do not believe in saying anything in teachers' meeting unless one has something to say that is worth saying.

MR. WALKER:—I was surprised to hear that the Iowa school let their meeting die for the principal is a man who spends all his time in the school work. I think if I were the principal I would make it compulsory for the teachers to attend. One of the reasons for the meetings being less interesting *may* possibly be that we meet too often. I think the majority of Institutions have their meetings but once a month thus giving only seven or eight meetings in a year. I would be sorry to see the interest drop and the meetings die. It does not speak well for any Institution to have their teachers' association die. Look at our public school teachers. They meet once a week and attend the Institute a month in the summer.

The teachers should work as a unit to help along the pupils. In the Ill. Institution with a corps of thirty or forty teachers they are divided into grades and have separate meetings. The Primary teachers have theirs, the Intermediate theirs and the higher grades theirs, but that would not do here. I never want to make it compulsory to have teacher's meetings. I do not always meet with you for the reason that I do not think I am always needed and indeed might depress the meeting in some way. If I thought I were needed I would endeavor to attend.

MISS MCKINLEY:—I do not think the Kansas teachers will let the meetings die, for I think they all appreciate their value.

MR. ROGERS:—When we have been teaching all day and have meetings directly after school closes I do not think we get enough exercise. I would suggest meeting after supper.

MISS COE:—If we did the lady teachers would have to come and go alone, perhaps, in the dark.

MR. HARAH:—I would not want to see the teachers' meetings stopped. I feel that seven times in a year is hardly often enough but

once every two weeks is too often. I am in favor of having them after supper.

Miss McKinley :—These little details in regard to time can be brought up in the first regular teachers' meeting.

Mr. Walker :—In regard to the report of the meetings in the Star, I would like to see full reports. Not for display but it may be of benefit to some one else Now a good many of the Institutions have addopted this plan. Minnesota, Wisconsin and others, so that other teachers might read with profit. It would help us to be more careful as to what we say if we know it is to be printed. I do not know how the Constitution reads in regard to the election of officers, but I do not think it a good plan to change officers in mid-term. If we get a good president and secretary we ought to keep them.

Miss McKinley:—What if we get a poor one?

Mr. Walker:—We should be careful and get a good one. If the Constitution says elect officers once in four months I would advise that it be changed to once a year.

Mr. Rodgers:—I did not find the Teacher's meetings very interesting. One or two teachers have everything to say and the others sit back uninterested.

Mr. Walker:—The President should call on all and also keep order.

Question—"How do you begin teaching numbers?

Miss McKinley:—Of course every pupil who comes to school know *'one.''* I would always take one or two objects with which the child is familiar. Put one and one together. Take one away. In teaching addition and subtraction the little deaf child will easily understand, but the operations of multiplication and divison are a little more difficult to comprehend. I would say begin at first by teaching addition and subtraction.

Miss Harrison :—I would like to ask Miss McKinley if she uses language in connection with teaching numbers.

Chairman :—That comes in the next question, I think.

Mr. Walker :—I think it would be best to read Mr. Booth's article in the *Educator*—Vol. I No 10. After reading this Mr. Walker read "Should numbers be taught to a first year class?" *Educator* Vol. I. No. 4.

Chairman:—Mr. Clppinger what has been your experience in teaching numbers?

Mr. Clippinger :—I have not had a great deal of experience.

Miss Stout:—I have taught two years and have not taught numbers yet.

Miss Jones:—I think numbers should be taught the first year to fifty.

Miss McKinley:—I believe to teach numerical adjectives even to 20 the first year, would be unnecessay. Little deaf children have no more need of numbers to 20 than they have to 200. I believe in keeping language, except the simplist forms, out of the exercises when teaching numbers in the primary classes.

Mr. Harah:—I was in school 4 or 5 years. before given language with numbers. I think it well to give pupils a knowledge of the four fundamental principles of arithmetic before giving them numbers with language.

Mr. Walker:—Miss McKinley, Miss Barton's book is merely used as a guide. In making the class understand members from 1 to 50 is merely doing what the course calls

for in the 4th year. If the language be put in signs it will awaken their minds.

Miss McKinley.—They understand it right along if put in signs.

Mr Walker:—In explaining I allow the teachers to put the language in signs. Even though in the answer the language may be wrong, if the answer is correct, I mark 100. I would not advise dropping the course of study.

Miss McKinley:—I only want language to express the problem and no more. The problems which the pupils will meet in practical life will not be buried in a mass of language.

Mr. Waiker:—In some problems the language might be changed. If you come to difficulties change, but just stick to the method and get the pupil over the ground. If you bring your class to understand numbers to fifty you will do what is required. I think if the class is taught nothing but language for the first two or three years, they can catch up, in numbers with those who have been taught them at first.

Miss Stout:—My pupils seemed very anxious to have numbers. I told them to wait and it would be easier after awhile.

Mr Walker:—Yes, I think it best to teach language with a few numbers for recreation. Did your class understand numbers to 50, Miss McKinley?

Miss McKinley:—Yes.

Miss Harrison:—I want to ask if in teaching one-half, one-third, and one-fourth. I should teach, Bessie has one-half of an apple, or "one-half and one-half are how many?"

Mr. Walker:—Teach just the language at first and not character. With brighter classes they might be able to undertand the forms given above.

Mr. Walker:—Mr. President, there is one question not answered, "Do pupils understand long arithmetical analysis better than short ones?

Chairman:—Mr. Clippinger have you anything to say on the subject?

Mr. Clippinger:—I have nothing to say but I would think the shorter the analysis the better it would be understood.

Mr. Harah:—I agree with Mr. Clippinger. The shorter the better until in the older classes.

Chairman:—If that is satisfactory to all we will pass to the next subject.

"How to teach History."

Report of 11th. Convention, page 327, read by Miss McKinley.

10 minutes intermission.

"How should History be taught."

Report of 12th. Convention, page 119, read by Mr. Clippinger.

Mr. Walker:—There can be lots of time spent on History and sometimes lots of time wasted. I think it is not a good plan to load our pupils' minds too much with facts of the different battles. It is our idea to teach where battles were fought, why ,and what time, which side victorious and what the results were, important personages, what noted men distinguished themselves, as Sherman, Grant and others in the Civil war, as many dates as we need to put in and abreviate as much as possible. It is a question whether it would not be a good idea to teach History by means of lectures. Perhaps it would be too much like story telling and might not fix facts in the mind.

History is begun in the 6th year and taught during the 8th year, this being about all the time that can be devoted to it during the school course. I am not sure that this is sufficient time to devote to the study of History, yet as I said I think

there is a tendancy to teach a great deal of unimportant matter in connection with History which trenches on time that should be otherwise used.

MR. THOMPSON:—I think a good time to begin history is in the 5th year and complete it by the 6th or 7th year, then take up ancient and modern history by the 8th year. I think the pupils should know more about American History than any other. I do not think it best for them to commit to memory but get the idea and give it in their own language. I have found it a good place to sign a lesson which they have not studied and require them to render it in their own language This will confuse them but I then have them read the lesson and they will pay more attention to the idea than to the text. I believe in the pupils being taught something outside of U. S. History. In the 10th year no history at all should be taught.

MR. ROGERS :—I think for a bright class well graded, two years is enough time to spend on history, but not enough time however, for a dull class. To get a clear understanding it is necessary to give short lessons. I think the lecture plan would be a good one.

MR. WALKER:—Who would prepare the lectures?

MR. ROGERS :—The teacher might give the lecture and have the pupils write what they knew concerning i

MR. WALKER :—How about conducting examinations when History is taught in this way?

MR. ROGERS :—Give the pupils books prior to examinatiion and let them study.

MR. WALKER :—In order to have regularity in the study of History the teacher would have to prepare work for the text books are too hard for pupils. On the whole however, I like the suggestion and see that it might save time without sacrificing too much time.

MISS MCKINLEY :—Why not give simple text books to class instead of the hard ones used in the same grades in hearing schools?

MR. WALKER :—I would not discard the text books but decide on one book and have the lectures taken from that.

MR. THOMPSON :—I thinks Barnes' History a good one because it does not go into detail. We should give the deaf children the same books as the hearing if we expect to educate them on the same level.

Discussion closed.

MR. WALKER :—Our program is completed with the exception of the optional work. Shall we have a session this afternoon or leave the rest for future work? On motion it was decided to meet at 1 p. m. and take up the questions on Sunday School work.

Adjourned.

1. P. M. meeting, called to order by President.

QUESTION :—"Would not our Sunday School be more interesting and profitable if conducted more like hearing Sabbath Schools?

MISS MCKINLEY :—It seems to me it would be. My idea is to have such helps as are used in hearing schools. If we had Sunday School papers it would make it much more interesting and when the pupils go home they could attend Sunday School and get more good from it.

MR. WALKER:—Is that the only change you would suggest? That of distributing papers?

MISS MCKINLEY:—I do not know, I was never in any other Sunday School for the deaf. One Superintendent here had us all meet in the Chapel. My idea would be to make the Sabbath School as diffierent as

possible from the every-day school and, as much as possible like a regular Sabbath School.

MR. WALKER:—We have the chapel exercises in the morning where they all meet. Often the International Sunday School lesson is talked about. This takes the place of Sunday School papers. The reason for having Sunday Schools assembling together is for lack of room. In Wannamaker's large Sunday School they try to have them in separate rooms as nearly as possible.

MR. CLIPPINGER:—Do you use the International Sunday School lessons?

MR. WALKER:—Yes, we copy from it.

MISS MCKINLEY:—Last year I bought helps and papers for my class and found it the best year of Sabbath-school work I ever had.

MR. WALKER:—Did you have them commit the lessons?

MISS MCKINLEY:—Just enough to answer questions

. CHAIRMAN:—Have you anything to suggest Miss Harrison?

MISS HARRISON:—I do not know of any suggestions to make.

"Sunday Lesson for first two years at school."—*Educator* Vol II No. 4, read by Mr. Walker.

"Same" by Mrs. Zorbaugh read by Mr. Walker.

MISS JONES:—I think the primary teachers should have a book containing good material for illustrating. Sunday School lessons, like those furnished schools for hearing children. Those who have spent some years in the work should be able to furnish just the material beginning teachers need

MR. WALKER.—In buying this material for your class Miss McKinley, what was it worth? What was the cost?

Miss McKinley:—I cannot just remember but think it was about 80 cents for three months for cards and papers. I get them from Cook's Publishing Co. which I think is the cheapest house.

MR. WALKER:—How about the language can they understand it?

MISS MCKINLEY:—They dig away at it until they do understand it.

MR. WALKER:—If you remember I subscribed for a paper the first two or three years I was here which the pupils seemed to enjoy getting, but whether they received any good from it or not I do not know.

MISS MCKINLEY:—I noticed that the other pupils were very anxious to get the papers after my pupils had finished reading them.

MISS HARRISON:—Yes, my boys were very glad to get the extra copies which Miss McKinley sometimes gave them.

MR. WALKER:— Yes, I know they are glad to get them but do not know whether they are really worth the amount spent or not. The pictures are usually of no significance whatever.

MISS MCKINLEY:—I know your objections are very true but find the papers published for intermediate and higher classes better than those for primary classes.

MR WALKER:—If the teachers will take up the subject in their teachers' meeting and come to some conclusion and bring it before me I will do all in my power to aid them in carrying it out.

MR. CLIPPINGER:—What kind of papers are used?

MR. WALKER:—Printed slips are given but each teacher allowed to conduct the recitation as he wishes. I do not think the Bible text can be used much before the 4th year. Nothing but the simple parts of it. They do use it but whether they understand is the question.

Here is another question along the same line. "How much of the daily morning lectures do the pupils

of your class understand?

Miss McKinley:—I answer for my own class that I think they understand all of it and appreciate it fully.

Miss Harrison:—My pupils do not understand all of it. Some get the most of it but they nearly always get the illustration used to bring out the moral.

Mr. Walker.—The rest of the question is, "Do they get enough of it to make the moral application?"

Miss Harrison:—I think a few of mine do.

Mr. Rogers:—They can get the most of it and reproduce it. Sometimes it is quite difficult and they make a poor out at it, for some texts are pretty hard to understand.

Mr. Thompson:—In my class some have a great deal of trouble in reproducing it. They get the idea but find is hard to put in English, because not accustomed to it. They should not only see the lecture in Chapel but have something of the kind to read. Some do pretty well however.

Mr. Harah:—Some of mine get a pretty good idea of the lecture. Others do not.

Chairman:—What about your class, Miss Stout?

Miss Stout:—Some understand it of course, but hardly enough to make application but often they remember the text and apply it.

Mr. Walker:—Miss Stevenson how is it in your class?

Miss Stevenson:—I have third year pupils. I think sometimes they do understand the lectures, but not often. I have often asked them to put the lecture into English but found they could not do it.

Mr. Walker:—The intention of the lecture is to draw out some moral point, for the pupil to carry through life to mould his character. This question. "What do you think of having them write a synopsis of those remarks as a language exercise" is a more scholastic one. If the pupils can draw the moral let them do it. My object in having them do this last year was to command attention and create the habit of putting the sign language into another language. It is a good habit when they see any thing in signs to be able to put it into English. This was my object in having it done.

Mr. Rogers:—I think it is a good exercise; but it takes a great deal of time. It is a good idea to have one of the best pupils write on the large slates and the others look at it as a model For lack of time I sometimes find it impossible to correct all. The lecture looks very different when put in their English than it did when Mr. Walker gave it.

Miss McKinley:—I think it one of the most important uses of the lecture for the teacher occasionally to write it out in simple language in order to show the pupil that they have sufficient language to reproduce the lecture if they would only use it. There is danger of their thinking that such an exercise requires the most difficult language to reproduce it. I sometimes go to the slate after Chapel and surprise my class by writing the entire lecture without using word or construction but that they could have used themselves. One of the most difficult things is to make a class realize that they really have language enough for almost any exigency if they only know how to make is available.

Mr. Tompson:—I have conesiderable trouble in my class in having the pupils say that such and such a teacher does not carry it out every morning and they do not want to. I make no difference in this, however.

Miss McKinley:—I think every morning is too often for this exercise. I first tell my pupils to give the text, then what Mr. Walker said, then the illustration and lastly what does this teach us? I found that this generally made them watch for the application.

Mr. Walker:—The advantage of this exercise is that it gives them different forms of expression than any other exercise will give. I think it would be a good plan to hastily question them about the lecture, "what was it about" "etc" etc. It seems to me that a class which has been in school six years ought to be able to put a little thing like the lecture into language. How is it in Indiana, Miss Coe?

Miss Coe:—The gentlemen teachers take turn about in lecturing. The lectures are given as here in the forenoon. The International Sunday School leaf is used in the S. S., which meets in the afternoon at 2:15 and the "Advocate" and class note are destributed among the older pupils. Smaller, S. S. papers are given to younger classes. The S S. lessons are recited in the class rooms after which all adjourn to the chapel. We have a S. S. Sup't. who leads the exercises in chapel. These exercises generally include a hymn or two by some of the pupils, followed by the Doxology in which all join and close with prayer.

Miss. McKinley:—Mr. President Miss Harrisson has an article on Kindergarten work which she is anxions to present.

On motion it was decided that discussion be closed and Miss Harrison give her article.

Miss Harrison then read her article.

Mr. Walker:—As I told you it would no doubt be of help to have the pupils here at a younger age than they come but the people would begin to cry out "how much are you going to do for the deaf and dumb?" if we kept them at the age of two years and took them until they were 21 years old. If we had the money it would undoubtedly be of great help but there are many other helps we might have if we had the money. One thing to be first done would be to make the classes smaller. I think a difficulty would be found except in cities where parents could take the children to and from the school, but there are few parents willing to bring their children away from home at such an early age.

Miss Israel:—I think the home life better than the time spent in the Kindergarten.

Miss Harrison:—Why I am in favor of it is that the greater part of our children come from poor families. Nine-tenths of the mothers are not able to give them the home care.

Miss Israel:—I think if Miss Harrison will investigate she will find that nine-tenths of our pupils do not come from the poorer classes. There are only nineteen or twenty from the whole number who have such poor homes.

Mr. Walker:—I agree with Miss Israel. The great majority of the public school children might be termed poor. Now the majority of our children are from the same class but not from the miserably poor of the cities. While not rolling in wealth they are comfortably off. In some states the majority may be from the poorer classes but in the Western States this is not the case. I think a Kindergarten would not thrive in a Western State, though it might in a large city.

Miss Israel:—I can run over in my mind pupils I have known, both

in Iowa and Kansas and can only think of about six in that number who were from the miserably poor families.

MR. WALKER:—I can think of some pupils who would be better off here than at home.

MISS ISRAEL:—Do you not think the State ought to look up these poor specimens?

MR. WALKER:—When I hear of any of these poor deaf children, I always make it my work to look into the case or have it attended to.

Chairman:—Is there any other subject any one wants discussed?

MR. WALKER:—One question might be settled.

"Should those pupils who fail in their lessons get any credits for effort?"

MISS ISRAEL:—Yes if an effort has been made. Sometimes when they fail we find they have made no effort. I think perhaps the habit of study is more than the lesson and also the habit of fixing attention.

MR. THOMPSON:—In marking the grade of a bright and dull boy I grade according to effort and ability.

MR ROGERS:—I do the same.

MR. THOMPSON:—If a boy has tried to get a lesson and fails and we give him too low a grade he becomes discouraged and will stop trying.

MR. WALKER:—Then when he says he will not try again shall we say all right and give him more? If you want a column printed in the STAR for effort I will give it to you, but if for actual work be very careful to give credit exactly. The STAR is sent to the parents, it is the same as a letter to them. They turn the first thing to the markings of their child and we must be very careful in the grading so that when the child goes home they will not have to be disappointed.

MISS ISRAEL:—I was pleased to find, at the end of the term, the weekly markings and the examination about the same.

MISS JONES:—I think the pupils should receive as much credit for their effort as for the results.

MR. WALKER:—The parents look at the markings more than we think they do, and we want to be as nearly correct as possible. This question that came up is whether we mark for effect when we should be marking on results.

MR. THOMPSON:—I would like to ask Mr. Walker what he would do if in a class a dull pupil fail on a lesson perhaps 31 mistakes being made out of 50 questions and a bright pupil make 10 mistakes?

MR. WALKER:—If on a scale of 100 I would give one about 40 and the other about 80. It would be the only way to do.

MISS COE:—I have seen in the report of some school a column for application or effort. This would show the parents how their child stands in the class and whether they try or not.

MR. CLIPPINGER:—From the present system of marking I think it impossible to get a correct grade. Our sympathies influence us. If we narrow this down to exactness we would have a column for effort, for unconsciously we give the recitation mark a mark for effort.

Discussion closed.

Motion made and carried that we adjourn.

THE END

ADDENDUM.

The Following papers and discussion were part of the proceedings of a regular teachers' meeting held since the convention and are incorporated with the proceedings as kindred matter.

Minutes of Teachers' Meeting.

February 1st 1892.

Teachers assembled in the chapel; but on account of the noise, Mr. Walker made a motion to adjourn to the parlor

The meeting opened with the President in the chair.

The Secretary being absent Miss Eddy was appointed Secretary protem.

The first thing on the program was the question, "What is teaching."

Mr. Rogers had prepared a paper and Miss Israel read it for him.

What is Teaching.

Mr. Rogers.

Although the question is a short one yet it demands serious thought on the part of those who are invested with the power of appointing teachers of the deaf if it is desired to maintain a high degree of effective teaching. Many teachers have been employed who turn out to be failures: and the poor children are cheated out of a decent education.

The question, also, demands thought on the part of the teachers themselves if they desire to do geninue teaching. Some teachers seem to think that to be teacher consists in having a class under their charge; some, in hearing recitations only; and others correcting mistakes, and proclaiming their accurate knowledge while the main thing of teaching is not done or neglected altogether.

Many people who are not connected with deaf schools think that the work of a teacher of the deaf is just easy; and they are not wrong as long as the teacher does anything, but real teaching.

To teach is to communicate knowledge—to give instruction. The most important qualifications of the teachers are 1, Common sense, 2, Teaching Power; 3, Love of the work; 4, Knowledge of the branches; 5, Governing power.

The three first qualifications are the most necessary in teaching the deaf, and are what many teachers lack.

Common sense investigates and ascertains the mental condition of the pupil, and adopts itself to the same. It is simple and prudent. By condescension and being sympathetic, it penetrates the mind of the pupil and awakens it.

Teaching power consists in pre-

senting knowledge to the intellectual eye of the child in a forcible manner, or lighting it up so well that it is understood and absorbed readily. With the deaf children, it is presented by writing, finger-spelling, and signs. However success with about 90 percent of the children depends on the use of signs. Finger spelling and writing should always be preferred whenever teaching can be done by means of them to advantage. But it is the subilimity of foolishness to try to teach by finger spelling when sentence after another is a blank to the pupil.

Nothing surpasses signs as a medium in explaining clearly truths, principles, and the meaning of words.

Hence to be a successful teacher of the deaf one must be master of signs.

Not long ago, a pupil requested me to sign and explain a beautiful axiom about truth. After doing it, I asked him why he did not get his teacher to do it He replied that he (his teacher) could not do it on account of his imperfect knowledge of signs. This is one of many instances of the disadvantage of not being master of signs that came under my observation.

It takes abant five years of diligent practice and to become master of signs

Love of the work makes the teacher patient, persistant and active. The success in any undertaking is measured by the amount of heart we put into it.

Once I had an interesting talk with a successful, teacher of the deaf who had spent forty years of his life in the profession about on what a teacher's success defends. His definition, I think, is a happy answer to tha question, we are discussing. Here it is: "A teacher's success depends on his ability to impart knowledge."

Miss McKinley:—The question is now open for discussion.

Dr. Brown:—I have prepared a paper on the question but before reading it, I want to say, there is nothing personal intended whatever.

Mr. Walker:—Perhaps the shoe may fit.

What is Teaching?

BY DR. J. H. BROWN.

This question written on the bulletin board for consideration at our February teachers meeting impressed me as being an important one, and at the same time, suggested to me the idea of formulating my thoughts in a short paper on the subject. To be successful in any calling the workman must not only posses tools, but should have the knowledge of how to use them to advantage. Then what are the tools of a teacher, and how should he apply them in his vocation? If we can answer these two questions in a satisfactory manner, we shall have given a correct solution to the problem. A learned man is not necessarily a good teacher; infact the mere possession of knowledge is no more a criterion of a good instructor than the possession of pen, ink and paper, proves one to be a good penman, or having a brush, paints and canvas is a guarantee that another is a skillful artist To teach one thing requires a knowledge of others however, a teacher of geography should know history and geology and one who teaches, physiology should know something of anatomy and pathology and so on. To be in possession of knowledge ourselves and have the faculty of imparting it to others are two distinct intellectual acquisitions.

Knowledge may be the passport whereby many secure advantageous positions, from a monetary point of

view, but it that enough?

Thorough teaching involves three conditions. 1st, the possession of a requisite amount of education ; 2nd the ability to impart it, and 3rd the receptive faculty on the part of the learner. Then first, what should be the character of the knowledge and the qualities possessed by the teacher I believe a real *live* teacher is brim full of enthusiasm in the work ; is anxious that his pupils shall not only become book learned but that they will be good men and women. Youth is the time for growth and development, activity and vivacity, imagination and impulse. The seeds sown in the earlier years of life grow into words and deeds, which eventually become engrafted into habits and give color to the purity or impurity of the character. When the mind and heart are not educated simultaneously you may look forward to the approach of riper years with feelings of anxiety if not forboding dismay

The teacher moulds the character of his pupils, elevates their affections, teaches them to subdue their passionsand by moral precepts of principle and practice he lifts them up to a higher, a nobler, and a purer nature. Every pure thought, noble aspiration, lofty aim, or generous impulse, infact every pure precept we can inculcate into their minds which will control their actions and purify their lives will have an influence which can only be measured be eternity. To have clear conceptions of our duty then is one of the requisites in our work ; every man's greatness depends to a large extent in the consciousness of an honest purpose in life.

In teaching, the observation of children is first cultivated and by an intuitive method they will endeavor to connect facts. We build with the materials we are in possession of and to comprehend new ideas we make use of those already prossessed. Once the idea is developed then and not before the word may be given. Having once given our pupils knowledge we should assist them in fixing it there. This is done by arousing the child's curiosity, his attention is attracted, a mental appetite is created and the food received will be assimilated.

The bodily appetite soon becomes deranged by a too long continuation of one kind of food or by a food cooked in one manner, so does the mental appetite become weakened by the frequent repetition of the same pabulum prepared in the same way and as a result the child gets mental dyspepsia. Again, filling the stomach with food poorly masticated which it cannot digest leaves it in a debilitated condition; and attempting to gorge our pupils with subjects and lessons which they imperfectly understand is not a healthy method of educating children. This may be done, and very often is done, by covering too much ground. We educate them by requiring them to reproduce to us and by the knowledge they have, they are enabled to discover new facts. This fixes it more firmly in their mind improve the memory and they make it a part of their mental being.

Practice should precede theory, infact the child is obliged to accept much of his earliest knowledge in faith, but as his fund of knowledge increases his mind expands, his intellectual vision will be enlarged and his reasoning faculties will be developed by the comparison of ideas. I do not favor the giving of arbitrary rules early, or the learning of set phrases which the child can t understand Rules are the deductions of the science of any subject and are only intended to perfect

those having, at least, a fair knowledge of the subject

In the earlier classes, object teach- possesses many peculiar advantages for demonstrating the different forms of language. It is really the kindergarten method and when intellegently carried out in the higher as well as in the lower classes it will arouse the curiosity cultivate their observation and hold their attention:

It leads the pupil to discover new facts and truths for himself and it is original work that is productive of the most beneficial results,

The ability to govern a class with the least possible friction is a happy acquisition. "Order is heavens first law" Retaining their undivided attention is essential. This w ll not be a difficult task if their work is interesting. A child seldom fails to catch the spirit and enthusiasm of a teacher fuly alive to the responsibibities and inevitable obligations resting upon him. Cheerfulness is an indispensible faculty. The Divine precept is "A Merry heart doeth good like a medicine." In the age of charlatanism, however, there is a good deal of medicine dispensed which might not be included in the category of this proverb. Cheerfulness embraces charity, a sympathy and just appreciation of others, and a modest opinion of one's self. If on the other hand the teacher go about his class room with a corpse like insensibility, a grave-yard expression, his countenance set to some obsolute rule if he would not smile for fear that it might be undignified and performs his work in a perfunctionary manner, he might be called a galvanized perambulating machine afflicted with dry rot. That disease is infectious and terribly fatal in its results.

I believe all barriers which have a tendency to deter a pupil from making a desire known to the teacher, through fear of the teacher, should be torn down. Let the teacher be *en rapport* with the pupil; let them feel that he is their friend, that they may esteem him, and honor him, and obedience which is the daughter of love will be spontaneous.

Again, the question of teaching, resolves itself really into the method of giving a lesson. This is the mainspring of this great watch Education. How should new subjects be unfolded to the class and how should old subjects be presented in a new and interesting light? We know there are two methods generally employed, the lecturing or expository method; the questioning or interrogative method. In the former the teacher tells the class orally, in signs, by dactyology or by writing that which he desires them to know. He may however use a comination of these methods. In the second method, the teacher endeavors to discover what the class knows and from time to time supply little connecting links, I think there can he little doubt as to the relative value of these methods if used exclusively. Children who are lectured hour after hour soon become listless, inattentive and their minds wander from the subject under consideration, while those who have been questioned whose knowledge is being drawn out from time to time, whose mental activity is awakened are constantly kept on the alert. The most skilful questioning however, will not extrait from the pupils that which they do not know but the judicious teacher will build the bridge which will safely carry them over. Questions that require "Yes" or "No" do little good. The object of our questioning is to make our pupils think. Thinking is an active precess not a passive one.

We know that many of the deaf write disconnectedly. May this

not be due to the fault partly of the teaching. I frequently select a subject and require my pupils to ask me questions either on their slates or by finger spelling; one can form a fair estimate of the pupil's knowledge of a subject by the questions he asks. The language, connected or disconnected manner of his questions and the answers involved.

Then again, I frequently ask a number of questions on a subject, following it as closely and connectedly as possible, and require my pupils to stand up by turn and rapidly answer the questions in their consecutive order, after which I require them to write me a narrative synopsis of the subject itself. I correct their productions, writing a few words of commendation to the excellent and encouraging the poor to better effort. This I find an excellent plan and often brings out original work. Judicious exercise strengthens the body and mental activity rightly directed enables the child to have confidence in himself and seldom fails to stimulate him to greater effort; We should make haste slowly. To use a common expression we should "teach little but grind much." Pupils soon forget that which is stored in the garret and not made use of and it has always been my plan to never hear a recitation without incorporating as a part of it any portion of the work already gone over which I may see fit to select. If the answer involved to a question be long I prefer to have it written.

Written examination should be frequent. The main point is not to permit knowledge in the child's mind to become moulded and any method which will keep it fresh will be productive of good. It is not so much a question of *time* as it is of growth.

Not long ago the subject "*water*" was a lesson in the regular course, and I will give you synopsis of the manner in which I gave the lesson on it. I had in my room a pitcher, a piece of ice, a goblet and a thermometer; Holding a glass of water up before the class I spelled "What is this? Every pupil made the *sign* for water, Then what is water? give them the word *liquid*. Then compare liquid and solid, Which is ice, a solid or liquid? Name other solids; other liquids; How is ice made? devel op, *by freezing*:" Name somethings you know and see about water (colorless, odorless, tastless transparent &c.) Lead the children to see these things for themselves. What does water do when it becomes very hot? One boy says it burned, another it cooked potatoes. These were good answers, they sprung spontaneously. I developed the word "boiled" by sketching rapidly on the board, a tea kettle with steam issuing from the pipe Pointing to the steam. I asked what is this? Several spelled "*steam.*,' Some said "smoke." Now how is steam made? Have all pupils spell ,,steam is made by boiling water " This is a little round about way but it leads the child to originate and discover new facts for himself and as he does so his interest becomes intensified. I spell water is a ————, they fill in the black. Ice is a ————————. Ice is made by ———— water. If we boil water it makes ————————, and other examples may be given to see if they grasp the true idea Again where does water come from? How does it get in to the ground ——— (soaking) The I spell "water soaks into the ground" Where does water come from before it gets in to the ground ? Where are the clouds? What is their color? Compare sunset, sunrise and in storms. How does rain fall? Snow fall? What makes clouds? How does water get to the clouds (*evaporation*)

This can be enlarged with advanced classes When rain falls for a short time what is it called? In which season does it rain most, least?

Putting some ice in a pitcher and shaving it I plunge the bulb of my thermometer into the ice. I require all the pupils to watch the mercury falling till it stops at 32 deg. This was the *freezing point*. Boiling point may be indicated by the same manner, if we had steam.

This might be extended to a much greater length than my time permits. Of course this was a lesson in Geography but it was developing language and that depends solely on the development of thought. If this lesson can be made a means of arusing and stimulatjng conscious activities which are absolutely necessary to a healthy mental growth then we should not forget that every lesson we give no matter what the subject may be, is really a language lesson Such lessons enable the teachers to see and instantly grasp difficulties which are encountered, where he can throw in little lights by way of explanation and give to the child an individuality which enables him to rely on his own resources and walk without the aid of a support. In the higher classes I go from generalities to particulars, I broaden, enlarge build, develop It will be *thought* over springing from the mind under the action of a white heat and metals at white heat mould easily.

Mr. Walker:—I think a tacher who, in this day and age of the world, has a pupil stand and recite his lesson, the next do the same, the next the same and so on, and is satisfied with that and that alone may be considered a back number.

Those of you who are posted will bear me out in saying that no other proession has progressed as rapidly nor as much as ours. We are not satified with mere "keeping school" but our aim is develop and instruct as well.

Both papers were good and I am glad they were prepared.

Teaching is drawing out, not simply filling in After we have drawn out the ideas of our pupils there may be a vacuum which we can fill. I prefer having the filling-in a secondary part of the work,

Miss Israel:—We should not allow ourselves to fall into a stereotyped way of teaching or as it is commonly tearmed "rut."

I have never attended a teachers' meeting without receiving some new ideas. I think sometimes we are a little hasty in giving the names of objects to our pupils. We do not thoroughy understand what they are trying to tell us and sometimes give the wrong name. We should be very careful

Miss Townsend:—We should question the child until we could understand them.

Mr. Walker:—Sometimes in an examination I would ask a question and the pupil would tell him your teacher has explained that to you, but evidently, he had failed to understand and make at a part of knowledge. We should be thorough and not take it for granted that a pupil comprehends but to be certain of it. I think it would be a good idea every few weeks for each teacher to see if his pupils know the names of the articles in the school room and this common objects about them. When I began seven years ago examining the boys in the shops they knew very few names of tools, lumber and etc., but that is not the case now. They can give the names of almost everything in the shops and tell what kind of work they are doing.

Miss Townsend:—Some words have two meanings.

Dr. Brown:—I always take a lvan-

tage of circumstances in my teaching from day to day. When to snowed I gave an object lesson it class on snow. We must teach our pupils to see things as they are, cultivate observantio n, teach them to discover hings by their our eyesight.

Miss Towsend:—One day I asked one of my boys what he saw when he was down town, and he said "I saw a judge house." I thought then was the right time.

Mr. Walker:—In one class I told the pupils to name the county seats of several countries. They named a town but they did not know what was meant by "county seat."

Mr. Harah:—A teacher of the Philadelphia Institution says "A successful teacher must necessarily understand signs and that pupils should understand lessons before memorizing." I prefer the "Drawing out method." Pupils can memorize sentences yet they may not understand them.

Mr. Rogers:—Each and every lesson should be thoroughly understood before passing over it.

Go slowly and do your work well.

Mrs Sewell:—I realize that pupils can commit language they do not understand.

Discussion Closed.

Miss McKinley:—The next question for discussion is. Of what benefit was the examination to you and your class."

BY MISS MCKINKEY.

A fair examination is always a benefit to me. The last one was such, and was helpful in many ways The examination was a benefit because in some respects my methods of teaching were sustained ; and I am sure I was none the less benefited, when some of their weak, places were revealed. A lesson that I learned, however not a new one, was that there is too great a tendency to give assistance to pupils during recitation. Perhaps it may be in reply to a question from the pupil; or the teacher, seeing the pupil puzzled, throws in a word,— a mere suggestion, but it is enough to take the pupil safely over the difficult place I believe most teachers do more of this than they realize. If not why is it that often during examination the simplest questions causes such remarks as, What does that mean? Does Mr. Walker want this or that? etc.

At this time of course the teacher refuses to give any assistance. The pupil missing his accustomed "pointer," and realizing that he is now dependent on his own resourses for perhaps the first time for months, concludes the question is very hard, is struck with consternation and blunders ridiculously. His paper being handed in his teacher is provoked and disgusted to find failure where he justly expected perfection. From such cases we can learn, at least in the higher grades, to give a full, lucid explanation when assigning the lesson and then during the recitation let the pupil "sink or swim."

Any benefit which the teacher derives will indirectly benefit the pupils, but I am sure that they receive direct benefit also. The pulip' who has been attentive to his teacher's instruction and faithfully studious, is rewarded by finding himself master of the situation. and takes up his studies again with greater confidence and renewed zeal. The lazy inattentive pupil finding himself in disgrace, usually for a time at least turns over a new leaf."

Miss Townsend:—I think it is a good plan for teachers to know where their pupils stand.

Dr. Brown:—I do not believe in

helping pupils during a recitation. It is not a good plan. After the lesson has been corrected I call attention to the errors and show the pupils how to corret them. I believe in the child walking alone as soon as he can. I think an examination conducted by an outside person productive of excellent results especially when the examiner thoroughly understands the nature of the work and is judge of teacher and pupil. I review a little every day. I believe in keeping what they learn from getting rusty

Mr. Rogers :—Last year I hardly elt satisfied with the examination because the pupils I expected would get poor grades, got higher grades than some of my brighter pupils.

The last examination I think was a good fair test and was a help.

Miss. Israel,—I think perhaps I have made a mistake, by helping my pupils, too often during recitions, by calling their attention to a particular word or phrase.

I think we should never feel sure a pupil knows but repeat, repeat, repeat.

The examination was a benefit to me and my class.

Miss Townsend.—Pupils become accustomed to their teacher and are frightened when a stranger questions them.

Mr Walker.—In a case of that kind I let the teacher explain.

Miss Eddy:—If for no other reason I consider it a benefit to pupils to have strangers question them The examination was a benefiit to me and my class.

Mr. Harah:—I think it was beneficial.

Mr Walker:—I think this being frightened is a buy-a-boy of little consequence

Dr. Brown:—I do not think a pupil's average should be the sole cause promation.

Miss McKinley:—I think a pupil can safely be put back, but it usually is very hard for him to make the leap to a higher class.

Miss Israel:—I think great care should be taken both in promoting and demoting.

Dr. Brown:—I do not advocate promotions being made in the middle of a term as there must necessarily be a certain amount of the work not gone over.

Mr. Walker:—I do not think it would be wise to adopt such a rule. We should consider the age and ability of the pupil and if, by a little pushing he can do the work of a higher class promote him. Of course I should not promote him, a pupil unless I knew he could manage in soms way, to do the work.

Perhaps a pupil might have been graded improperly at the beginning of school and if so and then an other good reasons I think he could safely be promoted even in the middle of the term.

Miss Coe.—In Indiana they do not wait for an examination. If a pupil is ahead of his class they promote him.

Mr. Walker:—If an older pupil is studious and can be promoted, I think it best to promote him and give him a chance to make up lost time which might have been lost from no fault of his. Sometimes a bright but elderly boy or girl is by a wise promotion given a chance to finish the course which he other wise could not have done.

Mr. Harah:—I agree with Mr. Walker.

The class average does not always show how they have done during the term. In some classes there are many dull pupils and in others few. I think the teacher should be able to decide whether or not they should be promoted.

Mr. Thomas:—I cannot place a

value on the examination. It was surely a great help to me.

MRS. SEWELL:—Examinations are always helpful.

MISS. CAPPER:—I found that I had not devoted enough time to penmanship.

MISS LINDSAY:—Last year I found I had given too much assistance during recitations. I do not know how much the examination benefited my class. I have had it such a short time.

MR. WALKER:—Too much time my be spent in reviewing just before examination. I believe in reviewing every week. On Friday take up the important parts of the lessons studied during the week and review them. I think it would be well also to have monthly reviews or examinations.

MISS. ISRAEL:—I believe in more frequent examinations. We should teach our pupils how to study.

DR. BROWN:—In going over a *new* lesson the first time I take up only the main points, and subsequently I take up the minor parts and expand it as much as possible.

MISS COE:—The benefit I think my pupils derived from the examination was this: it showed them that an examination is not so dreadful as they thought, and has prepared them to face the next one more confidently.

They are "examined" every day, but thought an examination by the Superintendent was something enteirly different.

Meeting adjourned.

F. N. EDDY, *Sec'y Protem.*

THE END.

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